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ABSTRACT

This report presents information across states on a number of education indicators. It offers state profile information about students and their achievement, teachers, and standards for student learning. It also includes special data about the education of children in poverty and the assistance they receive toward achieving state standards through Title I, the largest single federal education program. A particular feature of this edition is the display of trend data state-by-state. Indicators were selected through consultation with states, education researchers, data managers, and educators. For each state profile, indicators are grouped under five headings. The first, state context, gives a picture of the characteristics of each state that affect public education strongly. Information is reported on the development and use of state content standards, central to Title I plans and programs, as well as on teacher preparation and professional development. The third heading, school and teacher demographics, presents information from the Common Core of Data. The fourth heading, student demographics, includes information on students by race and ethnicity, as well as information about students with disabilities, limited English proficient students, and migrant students. The final heading, student achievement, provides state information about academic achievement. Profiles are included for the 50 states and the District of Columbia. Four appendixes present a summary of state standards, student achievement results for the states, achievement results disaggregated by student characteristics, and National Assessment of Educational Progress definitions and information. Sources for the data are reviewed in a separate section. Each state profile contains three graphs. (SLD)

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ED 418 165

STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I

1997

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COUNCIL OF CHIEF STATE SCHOOL OFFICERS
U.S. DEPARTMENT OF EDUCATION

STATE EDUCATION INDICATORS WITH A FOCUS ON TITLE I

1997

Rolf K. Blank
Jennifer Gifford Manise
Barbara C. Brathwaite

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The 1997 report on State Education Indicators was completed under a project of the CCSSO State Education Assessment Center. Funding was provided by the Planning and Evaluation Service of the U.S. Department of Education. The indicators were developed and reported through cooperation of the state departments of education and components of the U.S. Department of Education, including the National Center for Education Statistics, the Office of Elementary and Secondary Education, and the Planning and Evaluation Service.

Education is a social process…

Education is growth…

Education is, not a preparation for life;

Education is life itself.

John Dewey

We have entered an age in which education is not just a luxury permitting some men an advantage over others. It has become a necessity without which a person is defenseless in this complex industrialized society…

Lyndon B. Johnson

Foreword

The Improving America's Schools Act of 1994 (IASA), which reauthorized the Elementary and Secondary Education Act, represents a major step forward in our national effort to help all children achieve to high academic standards. By emphasizing increased flexibility in the use of federal programs, combined with accountability for results based on student achievement, IASA (including Title I) supports state and locally-developed school reform strategies. This publication by the Council of Chief State School Officers provides important and timely baseline data across states on a number of education indicators related to Title I, including student achievement. I am pleased that the U.S. Department of Education could support this collaborative effort among states and look forward to continuing to work with the Council as a partner in reporting on state progress as we together continue to strive for academic excellence for all children.

Gerald N. Tirozzi

Assistant Secretary for Elementary and Secondary Education,
U.S. Dept. of Education

Our Council is privileged once again to be publishing an important report of State Education Indicators. With a decade of reporting experience behind us, the 1997 edition includes new information and a new format to assist policy makers and practitioners, parents and students, the media and public in reviewing and interpreting key factors about education in the United States. This report offers state profile information about students and their achievement, teachers, and standards for student learning. It includes special data about the education of children in poverty and the assistance they receive toward achieving state standards through Title I, the largest single federal education program. A particular feature of our report for 1997 is the display of trend data state-by-state.

The 1997 report has been prepared with great cooperation from the states and through a joint effort of our Council and the United States Department of Education. We thank the Department for its support and join with them in hopes the report serves you well. Please let us know of your reactions and suggestions for future reports.

Gordon M. Ambach

Executive Director, CCSSO

Acknowledgments

The Council received valuable contributions from many organizations and individuals in preparing the 1997 State Education Indicators report. We consider the report a truly collaborative effort, and we look forward to working on future editions in the series.

We are very appreciative of the strong support from chief state school officers, state assessment directors, and state Title I directors to our request for state student assessment results. This is the Council's initial effort in using state assessment data in a profile format, and we thank the states for their work in making this approach possible. State education staff carefully reviewed the data in the state profiles and provided important suggestions for improving the report.

Funding support for the report was from the U.S. Department of Education through the Planning and Evaluation Service. We very much appreciate the guidance and assistance provided by the staff, particularly Joanne Bogart, Val Plisko, Collette Roney, and Elois Scott. Data for several of the state indicators were provided by the National Center for Education Statistics with the assistance of Lee Hoffman, John Sietsema, William Fowler, and Frank Johnson. Other data were provided by the Department of Education through the cooperation of Grace Ross, Compensatory Education Programs; James English, Office of Migrant Education, and Luis Catarineau, Office of Bilingual Education and Minority Language Affairs. The data were analyzed and checked by Allison Henderson, Nina Blecher, Jennifer Hamilton, Julie Daft, and Babette Gutmann at Westat, Inc.

The project advisory panel guided CCSSO in selecting and developing the indicators and the report design. We would like to thank the following individuals who served on our advisory panel: Paul Barton, Cynthia Brown, Barbara Clements, Rosemary Fitton, Ken Gentry, Margaret Goertz, Julia Lara, Leslie Lawrence, Sharon Lewis, Ricka Markowitz, Dori Nielson, John Poggio, Peter Prowda, Ed Reidy, Jeremy Wallace, and Phoebe Winter.

We were fortunate to have the expert advice and assistance of these individuals as well as many others who provided assistance and reviewed the information for us. Thanks to all for their efforts.

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Introduction

New Approach to State Indicators for 1997

> Information is needed to monitor the dimensions of our educational system and to assess the quality of its accomplishments. This report represents the beginning of an effort by chief state school officers to compile information systematically on the states' educational programs and to report that information regularly to the public and their policy-makers. The Council of Chief State School Officers has committed itself to state-by-state reporting of basic educational indicators. This is the first report in the Council's program on educational indicators, and it will be followed by annual summaries of the same, basic information in the future, expanded, as information becomes available.
>
> — CCSSO, State Education Indicators Report, 1987

Over the ten years since the Council of Chief State School Officers (CCSSO) published the first report providing state-by-state indicators for K–12 education, the basic goals of our effort remain consistent. State leaders, local educators, parents, policy makers, professional organizations, federal agencies, and researchers continue to ask for reliable, comparable information on state policies and programs, measures of student results, and context information. While the goals for State Education Indicators have remained constant, new indicators have been added and continuing indicators have been further refined to improve their use and application in states.

Design for New Report

For the 1997 State Education Indicators report, CCSSO has worked with state departments of education and the U.S. Department of Education to develop a new approach to reporting state-by-state indicators of the condition of K–12 education. The design for the 1997 report provides two-page indicators "state profile" for each state. The profile format has several benefits; it allows the reader to see all of the indicators for a state, it emphasizes tracking indicator changes over time for each state, and it discourages ranking of states on one or more indicators.

The new report places a special focus on collecting and reporting state-level indicators related to the Title I program. The Improving America's Schools Act (IASA) of 1994 reauthorized federal funding for compensatory education in schools and changed the requirements and systems for assessment and evaluation of Title I. The new law requires states to monitor the progress of schools in improving the achievement of low-income students, and also requires alignment of student achievement tests with state standards for learning that apply to all students. The 1997 report is the first to track the progress of states in linking Title I evaluation to state assessment programs and meeting other requirements of IASA by the 2000–2001 school year.

Indicators for 1997 were selected through consultation with states, education researchers, data managers, and educators. An expert advisory panel assisted us in reviewing all suggestions and ideas. The panel helped us in selecting the indicators to be used from all available state-by-state data sources and in reviewing the reliability and validity of the state-level data. The 1997 state indicators meet the goals of CCSSO for continuing to report on state policies and programs, student results, and state context. The 1997 indicators also provide a baseline for monitoring the progress of states in implementing new assessment systems for Title I based on state standards and for beginning to report Title I results in the states.

Using State Indicator Profiles

State Education Indicators are reported to widely diverse audiences. It is our hope that all of the readers—public officials, educators, and citizens—will find the profiles useful and informative. The profiles are intended to provide information about K–12 education in each state, and many readers will find that they raise questions and require further information. Our purpose in reporting state indicators is not to answer each question or need for state-level information on the intended topics. We hope that readers will turn to the list of data sources that are cited following the profiles for more detailed information and explanation. In the next few paragraphs, we provide some basic guidance on reading the indicators under each of our five headings in the profiles.

State Context

The Indicators are intended to give a basic picture of characteristics of each state that strongly affect

how public K-12 education operates—finances, population demographics, and sources of funding. Two indicators show change over a five-year span in the student context for education, specifically the proportion of children in poverty and the number of school age children. These statistics are from the Census Bureau's Current Population Survey. The public school finance data are from the Common Core of Data survey conducted by the National Center for Education Statistics (NCES) through the state departments of education. A key question for states is how change in these indicators affects decisions about education systems.

State Standards

We report information on the development and use of state content standards, which is central to Title I plans and programs, as well as indicators on the preparation and professional development of teachers in each state. The information on state content standards was provided by the U.S. Department of Education, based on their review of state plans. An "accepted" state definition for Adequate Yearly Progress for Title I schools means the state submitted a definition as of July 1997 and it was accepted by the Department of Education. The definitions may be revised or changed prior to the final Title I plan by the year 2000. In some states the definition is based on a transitional state assessment program being used with Title I schools. The designation of "state assessments aligned with standards" is from the Department's review and approval of state plans for Title I as of October 1997. The Appendix provides a 50-state summary of the standards information. In 1998 CCSSO will report on states' performance standards.

The indicators on initial preparation and continuing professional development of teachers are from the 1994 Schools and Staffing Survey, which was administered with a representative sample of teachers in each state. Professional development in the last year includes in-service training and other forms of professional development for K–6 and 7–12 teachers. Secondary teachers (grades 7–12) with a major in the field of their main teaching assignment includes undergraduate or graduate degrees in the field (e.g., mathematics) or in education with specialization in the field (e.g., math education).

School and Teacher Demographics

State data on student enrollments, schools, and districts are from the Common Core Data survey. We report change in enrollments of graded students from the 1989–1990 school year to 1995–1996. The numbers of schools with Title I programs for the school years 1994–1995 and 1995–1996 were reported by states to the U.S. Department of Education. The data were re-checked by the states for this report. Next year we will update the graph on Title I schools with data for the 1996–1997 school year.

Student Demographics

An important aspect of the assessment and evaluation for Title I is disaggregation of student achievement results by student characteristics, and particularly race/ethnicity, students with disabilities, limited-English proficient, and migrant students. The data give readers a picture of the size of these student populations in each state. In succeeding years, states will be providing student assessment results disaggregated for these populations. The number of elementary schools in each category of percent of students eligible for free/reduced lunch provides a measure of the distribution of low-income students across elementary schools. The counts of schools are useful for reviewing the disaggregated student achievement results reported in the next two columns.

Student Achievement

State assessment data were obtained directly from states for these indicators. We asked states to report according to the categories shown using three or more proficiency or performance levels, as defined by the state. Each state decides on its state test, how levels are set and defined, and the grade at which students are tested. Thus, student achievement scores are not comparable from state-to-state. Student results for a state, e.g., percent meeting the state standard for proficient can be compared with the NAEP results for the state shown at the bottom left.

We asked states to report student achievement results for the 1995–1996 school year for mathematics and reading/language arts at grade 3, 4, or 5 and grade 6, 7, or 8. These categories are consistent with the requirements for state assessment and reporting on Title I (by 2000–2001), but our report

includes only some of the categories that will be required. States must assess mathematics and reading/language arts, and additionally they must assess other academic subjects for which the state has standards and student assessments. The "student achievement trend" at the bottom of the page shows a histogram of the percent of students that meet or exceed each state's level for "proficient" (the term for meeting the state's designated standard for student achievement is decided by each state). In succeeding reports, we will report results by year for all students, for schools with fewer low-income students, and for schools with more low-income students. We will also report disaggregated student assessment results for limited-English proficient students, migrant students, and other populations.

Collaboration for Report Development

The CCSSO State Education Indicators report for 1997 is a truly collaborative effort. The indicators were selected through consultation with our project advisory panel, comprised of researchers, state education leaders, and data managers. State departments of education committed extensive staff time to analyzing and reporting student assessment results and reviewing and editing the state profiles. Assessment directors reviewed the report design and indicators selection through the CCSSO Education Information Advisory Committee and provided valuable suggestions and revisions. The U.S. Department of Education provided funding and analysis support for the report, facilitated our use of data, and advised on the reporting of indicators.

This report comes at an important time for states, schools, and students. Standards and assessments are at the center of education reform in the states. Schools are working with Title I programs to develop new approaches to education for low-income students and other students at-risk. An important goal of these efforts is to close the gap in education opportunity and student learning between poor and wealthier students. We hope that State Education Indicators will be a useful tool in determining the effectiveness of state systems in monitoring education reforms. We enthusiastically look forward to next year's report which will provide more detailed information on states' progress with standards and assessments, further examine indicators trends, and begin to measure the efforts of schools to improve education for all students.

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STATE PROFILES

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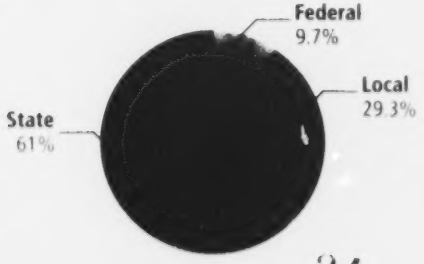
Alabama

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$4,604
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$128,943,479
Percent school-age in population	
1995	18%
1990	19%
Percent of children living in poverty	
1994	24%
1989	27%
Per capita personal income (1996)	$20,131
Adult education	
High school graduates	66.9%
College graduates (25 years and older, 1990)	15.7%

Sources of funding

District average (1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools (1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	18%	15%
Methods of teaching	51	26
Methods of assessment	46	10

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	16%
Methods of teaching	41	21
Methods of assessment	41	6

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	75	89	73	80

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School and Teacher Demographics

Number of districts (1996) 127

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
674	222	253	153	13

Public school enrollment	1990	1996
K–8	525,730	528,952
9–12	198,013	206,435

Public preschool enrollment (*by state definition, 1996)	PreK*
	n/a

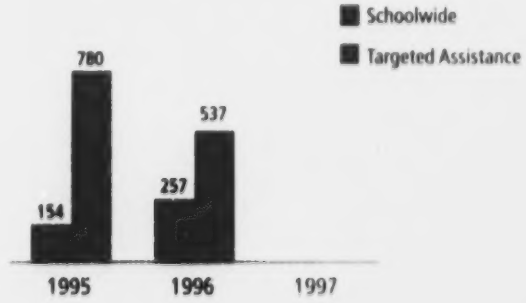
	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	18:1	18:1

Race/ethnicity and gender of teachers (Percent)

	1988		1994	
	Minority	Female	Minority	Female
K–6	23.7	91.1	18.5	93.6
7–12	27.8	62.6	18.4	65.2

Number of schools with Title I programs

Schoolwide vs. targeted assistance



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Alabama

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	62.9%	62.1%
Black	35.7	36.0
Asian/Pacific Islander	0.5	0.6
Hispanic	0.2	0.5
American Indian/Alaskan	0.7	0.7

	1991	1996
Students with disabilities	12.1%	12.2%

	1990	1995
Limited English proficient	n/a	3,502

	1994	1996
Migrant	6,822	9,125

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)

Data not available

	1994	1995
High school drop-out rate (event)	5.8%	6.2%

Postsecondary enrollment (1995) 64% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**
- Proficient level and above 23%
- Basic level and above 52%

Math **Grade 4, 1996**
- Proficient level and above 11%
- Basic level and above 48%

Math **Grade 8, 1996**
- Proficient level and above 12%
- Basic level and above 45%

Student Achievement 1995–1996

Test: Stanford 9

State Definition of "Proficient": The "Academic Caution" level reflects the percent of students scoring at the 4th stanine. The "Academic Alert" level reflects the percent of students scoring in stanines 1, 2, and 3 and the "Academic Clear" level reflects the percent of students scoring in stanines 5, 6, 7, 8, and 9.

Targeted Assistance: Whole school scores with targeted assistance programs

Grade 4 — 1995–96

Reading/Language Arts (93% of total school grade took exam)

	Academic Alert	Academic Caution	Academic Clear
All Students	31.7%	16.8%	51.5%
Title I Schoolwide	39.7	24.0	36.3
Title I Targeted	22.9	20.5	56.6
Percent Free/ Reduced Lunch			
00–34	15.7	14.5	69.8
35–49	20.9	19.8	59.3
50–74	26.9	21.5	51.6
75–100	41.9	24.4	33.7

Mathematics (93% of total school grade took exam)

	Academic Alert	Academic Caution	Academic Clear
All Students	26.9%	20.0%	53.1%
Title I Schoolwide	34.5	21.2	44.3
Title I Targeted	18.9	16.9	64.2
Percent Free/ Reduced Lunch			
00–34	13.4	12.5	74.1
35–49	18.3	16.1	65.6
50–74	22.9	18.8	58.3
75–100	35.6	21.5	42.9

Grade 8 — 1995–96

Reading/Language Arts (91% of total school grade took exam)

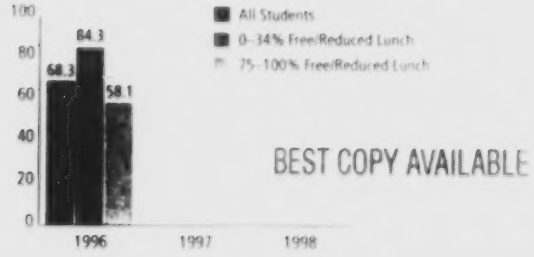
	Academic Alert	Academic Caution	Academic Clear
All Students	25.3%	19.7%	55.0%
Title I Schoolwide	49.6	20.6	29.8
Title I Targeted	31.8	17.6	50.6
Percent Free/ Reduced Lunch			
00–34	23.1	14.0	62.9
35–49	30.1	17.4	52.5
50–74	37.8	18.8	43.4
75–100	49.7	20.7	29.6

Mathematics (91% of total school grade took exam)

	Academic Alert	Academic Caution	Academic Clear
All Students	21.7%	17.0%	61.3%
Title I Schoolwide	47.5	24.4	28.1
Title I Targeted	24.7	21.5	53.8
Percent Free/ Reduced Lunch			
00–34	17.3	16.1	66.6
35–49	25.1	20.7	54.2
50–74	34.2	23.5	42.3
75–100	46.4	24.3	29.3

Student achievement trend

Reading 4th grade meets or exceeds Proficient



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Student achievement trend

Math 4th grade meets or exceeds Proficient

Alaska

State Context

Expenditures per pupil $6,341
(Adjusted for cost of living, 1995)

Title I allocation $25,364,150
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	23%
1990	21%

Percent of children living in poverty

1994	12%
1989	15%

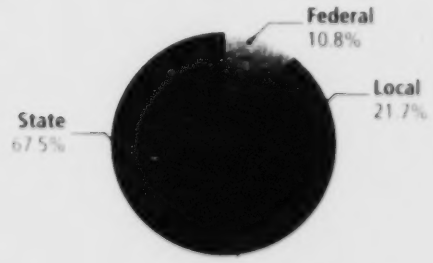
Per capita personal income $24,398
(1996)

Adult education

High school graduates	86.6%
College graduates	23.0%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	21%	20%
Methods of teaching	35	40
Methods of assessment	44	15

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	19%
Methods of teaching	26	22
Methods of assessment	28	7

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	84	50	79	66

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School and Teacher Demographics

Number of districts 56
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
167	33	67	208	4

Public school enrollment

	1990	1996
K–8	81,698	90,398
9–12	27,582	34,186

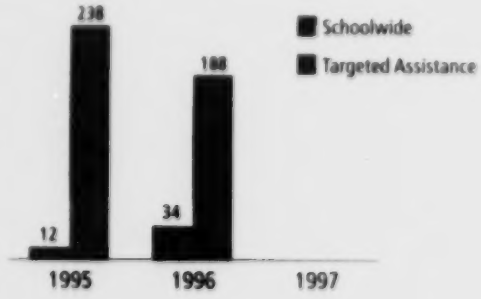
Public preschool enrollment PreK*
(*by state definition, 1996) 2,422

	Elementary	Middle	High
Student/teacher ratio (1996)	19:1	18:1	18:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	9.8	75.7	13.3	81.6
7–12	4.0	54.8	8.4	43.1

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	67.6%	63.7%
Black	4.5	1.6
Asian/Pacific Islander	3.6	4.4
Hispanic	1.9	2.7
American Indian/Alaskan	22.4	24.5

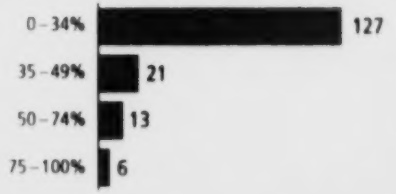
	1991	1996
Students with disabilities	10.9%	12.5%

	1990	1995
Limited English proficient	11,103	29,929

	1994	1996
Migrant	16,732	15,194

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	37% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math **Grade 4, 1996**	
Proficient level and above	21%
Basic level and above	65%
Math **Grade 8, 1996**	
Proficient level and above	30%
Basic level and above	68%

Student Achievement 1995–1996

Test: California Achievement Test (5)

State Definition of "Proficient": National percentile; no levels

Grade 4 — 1995–96

[redacted] (% of total school grade took exam)

	National Percentile
All Students	59 (+10)%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted] (% of total school grade took exam)

	National Percentile
All Students	59 (+2)%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

Reading/Language Arts (80% of total school grade took exam)

	National Percentile
All Students	58 (+5)%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics (82% of total school grade took exam)

	National Percentile
All Students	58 (+5)%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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Arizona

State Context

Expenditures per pupil $4,297
(Adjusted for cost of living, 1995)

Title I allocation $106,407,099
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	20%
1990	19%

Percent of children living in poverty

1994	21%
1989	23%

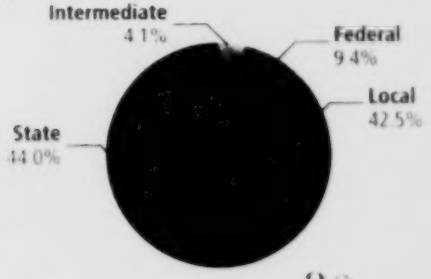
Per capita personal income $21,363
(1996)

Adult education

High school graduates	78.7%
College graduates	20.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	17%	12%
Methods of teaching	39	26
Methods of assessment	42	11

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	8%	15%
Methods of teaching	23	21
Methods of assessment	39	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	65	61	73	65

School and Teacher Demographics

Number of districts 227
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
704	179	170	15	10

Public school enrollment

	1990	1996
K–8	451,311	524,906
9–12	156,304	190,094

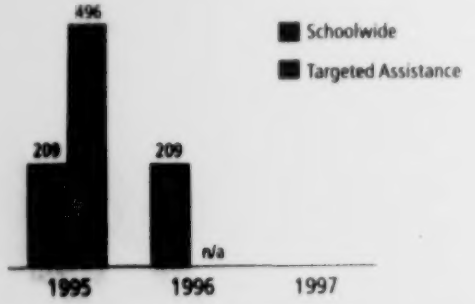
Public preschool enrollment PreK*
(*by state definition, 1996) 3,841

	Elementary	Middle	High
Student/teacher ratio (1996)	20:1	19:1	20:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	12.6	81.7	17.5	84.4
7–12	14.3	47.4	13.8	54.4

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	64.1%	56.4%
Black	4.1	4.3
Asian/Pacific Islander	1.5	1.8
Hispanic	23.7	30.2
American Indian/Alaskan	6.6	7.3

	1991	1996
Students with disabilities	8.0%	9.5%

	1990	1995
Limited English proficient	60,270	98,128

	1994	1996
Migrant	18,658	17,220

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)

data not available

High school drop-out rate (level)	[illegible]	[illegible]

Postsecondary enrollment (1995): 50% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	**24%**
Basic level and above	**52%**
Math **Grade 4, 1996**	
Proficient level and above	**15%**
Basic level and above	**57%**
Math **Grade 8, 1996**	
Proficient level and above	**18%**
Basic level and above	57%

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Student Achievement 1995–1996

Test: Iowa Test of Basic Skills

State Definition of "Proficient": Percentile; no levels

In the 1996–97 school year the Arizona Student Achievement Program switched their norm-referenced test from the Iowa Test of Basic Skills to the Stanford 9.

Grade 4	1995–96
Reading	(88% of total school grade took exam)
	Percentile
All Students	47%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
Mathematics	(87% of total school grade took exam)
	Percentile
All Students	49%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 7	1995–96
Reading	(89% of total school grade took exam)
	Percentile
All Students	51%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
Mathematics	(89% of total school grade took exam)
	Percentile
All Students	51%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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Arkansas

State Context

Expenditures per pupil $4,804
(Adjusted for cost of living, 1995)

Title I allocation $78,985,648
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	19%

Percent of children living in poverty

1994	22%
1989	26%

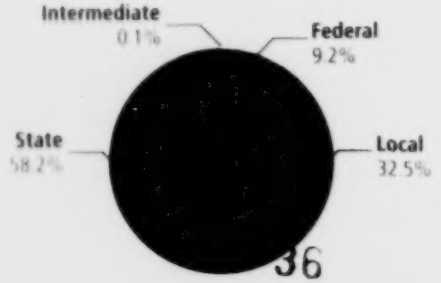
Per capita personal income $18,959
(1996)

Adult education

High school graduates	66.3%
College graduates	13.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	13%
Methods of teaching	39	36
Methods of assessment	45	6

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	13%
Methods of teaching	35	23
Methods of assessment	33	10

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	78	70	66	70

School and Teacher Demographics

Number of districts 314
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
579	173	321	6	16

Public school enrollment

	1990	1996
K–8	311,060	321,094
9–12	123,900	130,009

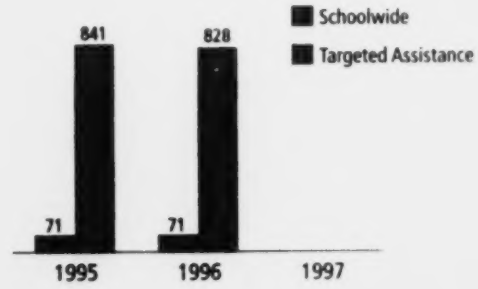
Public preschool enrollment PreK*
(*by state definition, 1996) 1,541

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	17:1	17:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	11.2	92.2	10.9	95.2
7–12	16.8	73.0	14.7	63.0

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	74.8%	73.6%
Black	24.0	23.8
Asian/Pacific Islander	0.6	0.7
Hispanic	0.4	1.5
American Indian/Alaskan	0.2	0.4

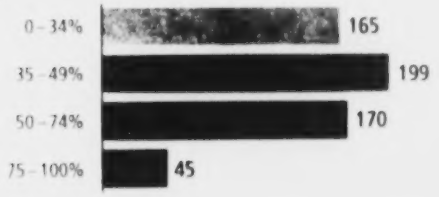
	1991	1996
Students with disabilities	9.7%	10.3%

	1990	1995
Limited English proficient	n/a	4,405

	1994	1996
Migrant	11,344	13,430

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	5.3%	4.9%

Postsecondary enrollment (1995)	48% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	24%
Basic level and above	54%
Math **Grade 4, 1996**	
Proficient level and above	13%
Basic level and above	54%
Math **Grade 8, 1996**	
Proficient level and above	13%
Basic level and above	52%

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Student Achievement 1995–1996

Test: **Varied NRTs and CRTs**

State Definition of "**Proficient**": Student results are placed in quartiles. Forty and above percentile rank is meeting/exceeding standards.

Grade 5 — 1995–96

Reading/Language Arts (**86%** of total school grade took exam)

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
All Students	20%	27%	25%	28%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics (**87%** of total school grade took exam)

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Grade 7 — 1995–96

Reading/Language Arts (**86%** of total school grade took exam)

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
All Students	19%	28%	25%	28%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics (**86%** of total school grade took exam)

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
All Students	21%	30%	25%	24%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

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California

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$4,299
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$832,653,347
Percent school-age in population	
1995	19%
1990	18%
Percent of children living in poverty	
1994	25%
1989	21%
Per capita personal income (1996)	$25,346
Adult education	
High school graduates	76.2%
College graduates	23.4%
(25 years and older, 1990)	

Sources of funding

District average
(1995)

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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

- Reading/Language Arts
- Math
- Science
- Social Studies

State assessments aligned with standards (1997)

- Reading/Language Arts
- Math

Professional development of K–6 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	23%
Methods of teaching	39	44
Methods of assessment	56	18

Professional development of 7–12 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	23%
Methods of teaching	34	34
Methods of assessment	42	17

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	76	50	62	77

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School and Teacher Demographics

Number of districts (1996) 1,006

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
5,025	1,161	1,373	172	144

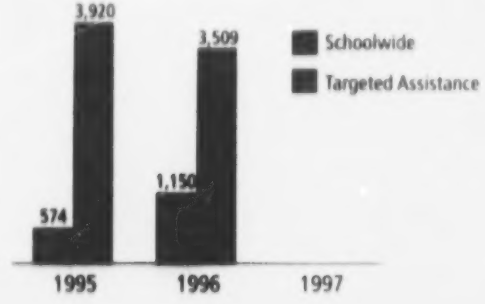
Public school enrollment	1990	1996
K–8	3,470,198	3,903,505
9–12	1,301,780	1,465,241

Public preschool enrollment (*by state definition, 1996)	PreK*
	n/a

	Elementary	Middle	High
Student/teacher ratio (1996)	25:1	24:1	25:1

Race/ethnicity and gender of teachers (Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	17.7	84.6	21.5	87.7
7–12	14.0	44.9	19.3	49.8

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	47.1%	40.4%
Black	8.7	8.7
Asian/Pacific Islander	10.4	11.2
Hispanic	33.0	38.7
American Indian/Alaskan	0.8	0.9

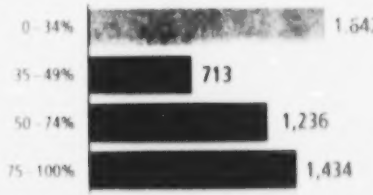
	1991	1996
Students with disabilities	8.4%	9.5%

	1990	1995
Limited English proficient	861,531	1,262,982

	1994	1996
Migrant	197,806	190,552

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	5.3%	4.5%

Postsecondary enrollment (1995)	61% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	**18%**
Basic level and above	**44%**
Math **Grade 4, 1996**	
Proficient level and above	**11%**
Basic level and above	**46%**
Math **Grade 8, 1996**	
Proficient level and above	**17%**
Basic level and above	**51%**

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Student Achievement 1995–1996

Note: California used multiple norm referenced tests to assess student's progress. Because there was not a statewide test available to provide assessment data, they declined to participate this year. California will be testing all students in the 1997–1998 school year.

Grade 3	1995–96
Reading/Language Arts	(104% of total school grade took exam)
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 6	1995–96
Reading/Language Arts	(104% of total school grade took exam)
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics	(104% of total school grade took exam)
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics	(104% of total school grade took exam)
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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Colorado

State Context

Expenditures per pupil $5,120
(Adjusted for cost of living, 1995)

Title I allocation $69,756,947
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	18%

Percent of children living in poverty

1994	13%
1989	18%

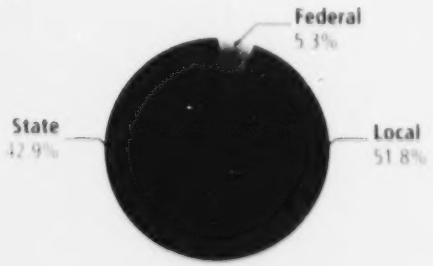
Per capita personal income $25,704
(1996)

Adult education

High school graduates	84.4%
College graduates	27.0%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies/History

State assessments aligned with standards (1997)
✓ Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	20%
Methods of teaching	30	36
Methods of assessment	40	22

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	16%
Methods of teaching	25	21
Methods of assessment	32	15

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	91	65	78	61

School and Teacher Demographics

Number of districts 176
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
838	253	288	20	19

Public school enrollment

	1990	1996
K–8	407,525	467,646
9–12	155,230	178,161

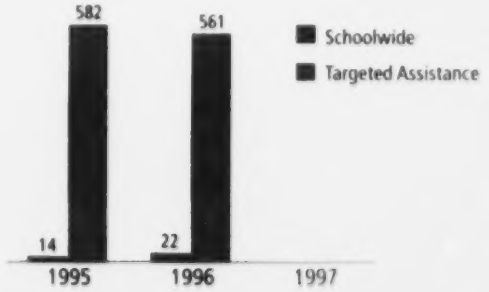
Public preschool enrollment PreK*
(*by state definition, 1996) 10,472

	Elementary	Middle	High
Student/teacher ratio (1996)	19:1	18:1	18:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	13.6	87.4	11.4	85.6
7–12	7.7	48.3	8.9	53.4

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Colorado

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	75.6%	72.5%
Black	5.1	5.4
Asian/Pacific Islander	2.2	2.5
Hispanic	16.1	18.4
American Indian/Alaskan	0.9	1.1

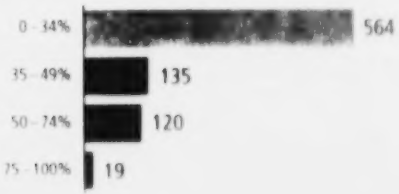
	1991	1996
Students with disabilities	8.8%	9.7%

	1990	1995
Limited English proficient	15,011	26,765

	1994	1996
Migrant	8,896	8,322

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995) .. 52% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**
- Proficient level and above: 28%
- Basic level and above: 59%

Math, **Grade 4, 1996**
- Proficient level and above: 22%
- Basic level and above: 67%

Math, **Grade 8, 1996**
- Proficient level and above: 25%
- Basic level and above: 67%

Student Achievement 1995–1996

Test: Variety, including Michigan Educational Assessment Program, Frameworks Assessment Supplemental Tests, and the Iowa Test of Basic Skills Performance Assessment

State Definition of "Proficient": The number/percentage of students at or above the district determined cut score or criterion which defines meeting or exceeding the standard

Grades 3–5 — 1995–96

Reading/Language Arts

	Partially Proficient	Proficient
All Students		
Title I Schoolwide	51.4%	48.6%
Title I Targeted	58.5	41.5
Percent Free Lunch		
00–34	47.9	52.1
35–49	62.4	37.6
50–74	64.3	35.7
75–100	60.5	39.5

Mathematics

	Partially Proficient	Proficient
All Students		
Title I Schoolwide	44.3%	55.7%
Title I Targeted	55.7	44.3
Percent Free Lunch		
00–34	44.4	55.6
35–49	52.3	47.7
50–74	62.8	37.2
75–100	57.1	42.9

Grades 6–8 — 1995–96

Reading/Language Arts

	Partially Proficient	Proficient
All Students		
Title I Schoolwide	75.7%	24.3%
Title I Targeted	74.1	25.9
Percent Free/ Reduced Lunch		
00–34	53.5	46.5
35–49	77.7	22.3
50–74	78.5	21.5
75–100	85.4	14.6

Mathematics

	Partially Proficient	Proficient
All Students	65.3%	34.7%
Title I Schoolwide	85.7	14.3
Title I Targeted		
Percent Free/ Reduced Lunch	72.1	27.9
00–34	84.7	15.3
35–49	87.3	12.7
50–74	89.0	11.0
75–100		

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Connecticut

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$7,279
Title I alloc[illegible]	$55,667,493
[illegible]	[illegible]

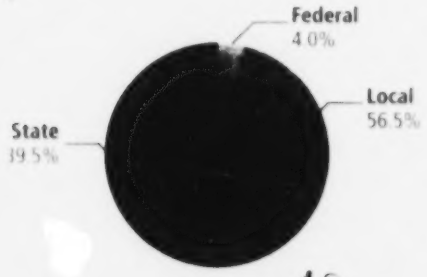
Percent school-age in population	
1995	17%
1990	16%

Percent of children living in poverty	
1994	18%
1989	9%

Per capita personal income (1996)	$33,875

Adult education	
High school graduates	79.2%
College graduates	27.2%
(25 years and older, 1990)	

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- ✓ Reading/Language Arts
- ✓ Math

Professional development of K–6 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	25%	18%
Methods of teaching	49	31
Methods of assessment	56	11

Professional development of 7–12 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	17%	18%
Methods of teaching	43	22
Methods of assessment	47	10

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std
	84	84	90	92

School and Teacher Demographics

Number of districts (1996)	166

Number of public schools in state (1996)

[illegible]

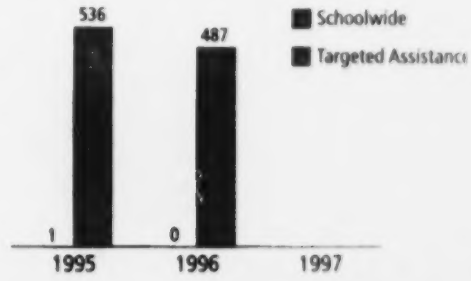
Public school enrollment	1990	1996
K–8	338,378	369,346
9–12	123,182	128,114

Public preschool enrollment (*by state definition, 1996)	PreK*
	8,182

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	14:1	13:1

Race/ethnicity and gender of teachers (Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	5.5	87.7	5.9	85.7
7–12	2.7	47.6	4.7	54.3

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	75.6%	72.2%
Black	12.5	13.4
Asian/Pacific Islander	2.0	2.4
Hispanic	9.7	11.8
American Indian/Alaskan	0.2	0.2

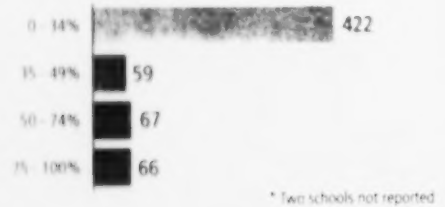
	1991	1996
Students with disabilities	12.1%	13.8%

	1990	1995
Limited English proficient	16,495	20,392

	1994	1996
Migrant	3,882	4,780

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Two schools not reported

	1994	1995
High school drop-out rate (event)	4.8%	4.9%

Postsecondary enrollment (1995)	59% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	38%
Basic level and above	68%
Math **Grade 4, 1996**	
Proficient level and above	31%
Basic level and above	75%
Math **Grade 8, 1996**	
Proficient level and above	31%
Basic level and above	70%

Student Achievement 1995–1996

Test: Connecticut Mastery Test

Mathematics Score Band 4/Reading Score Band 3 = These scores are at or above the statewide goal for mathematics. Students who score at this level possess the knowledge and skills necessary to perform the tasks and assignments expected of fourth graders with minimal teaching assistance. Students demonstrate well-developed computational skills, conceptual understandings and problem solving abilities. Students can comprehend textbooks and other materials used at grade four or above.

Targeted Assistance: Whole school scores for Targeted Assistance programs

Connecticut administers tests in September for the previous school year. Fall test results are considered the outcome measure for the previous school year.

Grade 4 — 1995–96

Reading/Language Arts (91% of total school grade took exam)

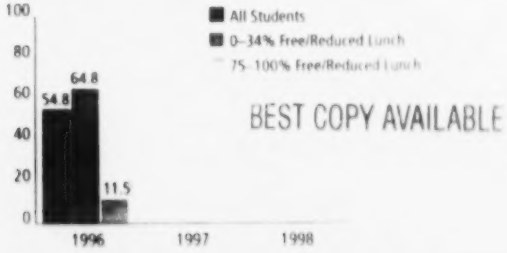
	Score Band 1	Score Band 2	Score Band 3
All Students	24.8%	20.4%	54.8%
Title I Schoolwide			
Title I Targeted	27.7	20.6	51.6
Percent Free/ Reduced Lunch			
00–34	15.6	19.6	64.8
35–49	32.9	22.3	44.8
50–74	43.4	25.3	31.3
75–100	68.5	20.0	11.5

Mathematics (92% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	11.5%	11.0%	18.4%	59.1%
Title I Schoolwide				
Title I Targeted	13.5	11.8	18.8	56.0
Percent Free/ Reduced Lunch				
00–34	5.4	8.3	17.8	68.5
35–49	14.7	13.1	20.2	52.0
50–74	22.4	18.9	20.1	38.5
75–100	44.1	20.3	18.2	17.4

Student achievement trend

Reading 4th grade in Score Band 3



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Grade 8 — 1995–96

Reading/Language Arts (92% of total school grade took exam)

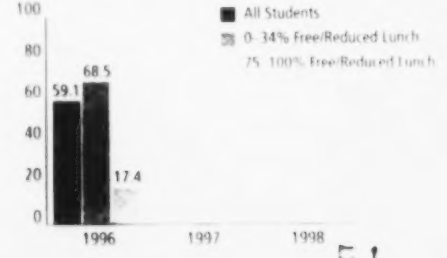
	Score Band 1	Score Band 2	Score Band 3
All Students	16.0%	20.1%	63.9%
Title I Schoolwide			
Title I Targeted	17.4	20.7	61.9
Percent Free/ Reduced Lunch			
00–34	10.7	18.3	71.0
35–49	15.2	24.1	60.8
50–74	40.1	26.3	33.7
75–100	53.7	26.2	20.1

Mathematics (92% of total school grade took exam)

	Score Band 1	Score Band 2	Score Band 3	Score Band 4
All Students	11.8%	15.0%	22.1%	51.0%
Title I Schoolwide				
Title I Targeted	13.2	16.1	22.1	48.6
Percent Free/ Reduced Lunch				
00–34	6.8	12.5	22.2	58.5
35–49	12.6	17.7	25.8	44.0
50–74	35.9	26.3	19.9	17.9
75–100	42.1	28.9	17.9	11.2

Student achievement trend

Math 4th grade in Score Band 4



Delaware

State Context

Expenditures per pupil $6,353
(Adjusted for cost of living, 1995)

Title I allocation $16,552,043
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	18%
1990	17%

Percent of children living in poverty

1994	13%
1989	11%

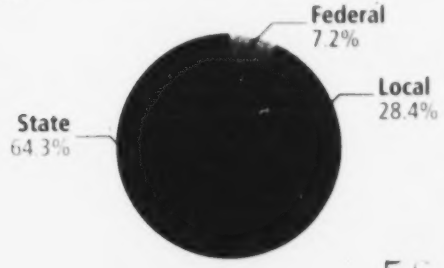
Per capita personal income $27,724
(1996)

Adult education

High school graduates	77.5%
College graduates	21.4%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	21%	16%
Methods of teaching	44	34
Methods of assessment	44	23

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	11%
Methods of teaching	39	13
Methods of assessment	41	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	90	n/a	82	77

School and Teacher Demographics

Number of districts 19
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
88	42	32	19	0

Public school enrollment

	1990	1996
K–8	70,699	76,358
9–12	27,109	31,433

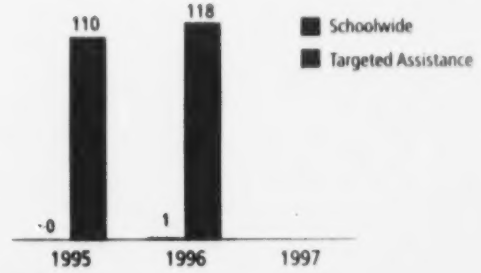
Public preschool enrollment PreK*
(*by state definition, 1996) 670

	Elementary	Middle	High
Student/teacher ratio (1996)	18:1	17:1	16:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	13.8	89.8	10.4	87.6
7–12	16.5	52.9	12.6	54.5

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	68.7	64.7
Black	26.9	29.4
Asian/Pacific Islander	1.5	1.7
Hispanic	2.6	4.0
American Indian/Alaskan	0.1	0.2

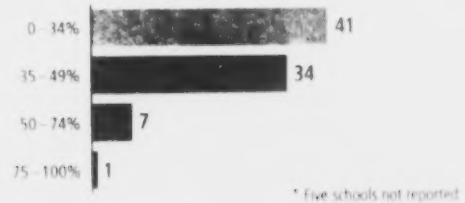
	1991	1996
Students with disabilities	12.4%	12.7%

	1990	1995
Limited English proficient	1,470	1,640

	1994	1996
Migrant	740	732

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Five schools not reported

	1994	1995
High school drop-out rate (event)	4.6%	4.6%

Postsecondary enrollment (1995) 65% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**
- Proficient level and above 23%
- Basic level and above 52%

Math **Grade 4, 1996**
- Proficient level and above 16%
- Basic level and above 54%

Math **Grade 8, 1996**
- Proficient level and above 19%
- Basic level and above 55%

Student Achievement 1995–1996

Test: Iowa Test of Basic Skills

State Definition of "Proficient": National percentile, no levels

Delaware is in a "transitional assessment" period. Students were tested in writing in the spring of 1996 in grades 3, 5, 8, and 10. No proficiency levels were used. In the Spring of 1998 grades 3, 5, 8, and 10 will be tested in reading, writing, and mathematics. In the following year proficiency levels will be used.

Grade 4 — 1995–96

Reading/Language Arts (12% of total school grade took exam)

	National Percentile
All Students	28.5%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics (4% of total school grade took exam)

	National Percentile
All Students	20.9%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

Reading/Language Arts (1% of total school grade took exam)

	National Percentile
All Students	23.6%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics (1% of total school grade took exam)

	National Percentile
All Students	18.7%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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District of Columbia

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$7,719
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$21,112,922
Percent school-age in population	
1995	14%
1990	13%
Percent of children living in poverty	
1994	37%
1989	27%
Per capita personal income (1996)	$34,129
Adult education	
High school graduates	73.1%
College graduates	33.3%
(25 years and older, 1990)	

Sources of funding

District average (1995)

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State Standards

State definition of Adequate Yearly Progress for Title I Schools (1997)

- ✓ Accepted by USED

State content standards in place (1997)

- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies/History

State assessments aligned with standards (1997)

- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	20%
Methods of teaching	48	30
Methods of assessment	43	17

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	27%
Methods of teaching	34	23
Methods of assessment	34	13

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	90	82	n/a	n/a

School and Teacher Demographics

Number of districts (1996) 1

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
117	27	23	2	16

Public school enrollment	1990	1996
K–8	60,662	54,228
9–12	20,639	16,727

Public preschool enrollment (*by state definition, 1996)	PreK*
	5,387

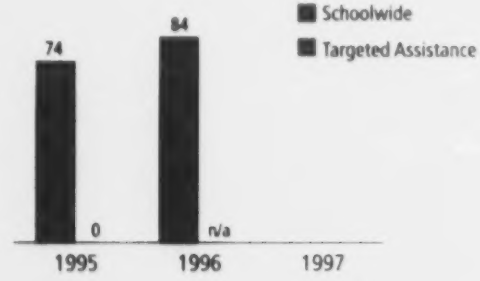
	Elementary	Middle	High
Student/teacher ratio (1996)	21:1	16:1	15:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	90.7	87.5	92.8	88.5
7–12	82.2	60.5	79.8	62.3

Number of schools with Title I programs

Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	3.7%	4.0%
Black	90.7	87.5
Asian/Pacific Islander	0.9	1.4
Hispanic	4.6	7.0
American Indian/Alaskan	0.0	< 0.05

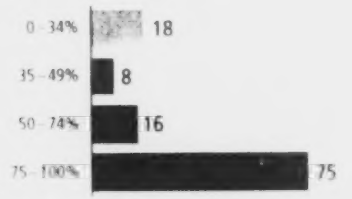
	1991	1996
Students with disabilities	7.3%	9.4%

	1990	1995
Limited English proficient	3,417	5,221

	1994	1996
Migrant	326	557

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	11.1%

Postsecondary enrollment (1995)	71% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math **Grade 4, 1996**	
Proficient level and above	5%
Basic level and above	20%
Math **Grade 8, 1996**	
Proficient level and above	5%
Basic level and above	20%

Student Achievement 1995–1996

Test: Comprehensive Test of Basic Skills

State Definition of "Proficient": Student scores are in quartiles. There is no definition of proficient.

Targeted/Schoolwide: No distinction for Schoolwide and Targeted Assistance scores

Grade 3 — 1995–96

Reading (81% of total school grade took exam)

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All Students	20.4%	36.0%	21.5%	22.1%
Title I	23.9	39.1	19.9	17.1
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34	2.1	14.7	22.8	60.4
35–49	14.3	30.6	26.1	29.0
50–74	15.8	35.6	26.9	21.7
75–100	23.7	39.0	20.0	17.3

Mathematics (80% of total school grade took exam)

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All Students	18.4%	23.3%	24.2%	34.0%
Title I	21.5	25.3	24.6	28.5
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34	2.4	8.7	19.4	69.5
35–49	12.1	21.5	28.0	38.4
50–74	14.2	22.9	22.9	40.0
75–100	21.4	25.2	24.6	28.8

Grade 8 — 1995–96

Reading (77% of total school grade took exam)

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All Students	29.4%	32.8%	19.7%	18.1%
Title I	41.5	35.3	14.2	9.0
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34	12.3	22.7	23.9	41.1
35–49	14.0	27.5	22.5	36.0
50–74	32.2	32.5	18.7	16.6
75–100	34.3	36.3	18.7	10.7

Mathematics (80% of total school grade took exam)

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
All Students	23.1%	34.5%	23.1%	19.4%
Title I	33.4	39.3	17.7	9.6
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34	7.8	19.8	25.4	47.0
35–49	15.4	24.9	30.3	29.4
50–74	21.5	34.7	23.7	20.1
75–100	28.6	38.9	21.1	11.4

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Florida

State Context

Expenditures per pupil $5,455
(Adjusted for cost of living, 1995)

Title I allocation $304,573,542
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population
- 1995 17%
- 1990 16%

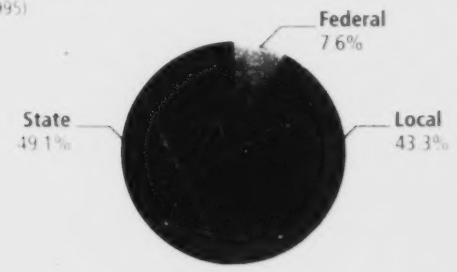
Percent of children living in poverty
- 1994 25%
- 1989 22%

Per capita personal income $24,226
(1996)

Adult education
- High school graduates 74.4%
- College graduates 18.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	20%	12%
Methods of teaching	43	33
Methods of assessment	37	15

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	14%
Methods of teaching	31	23
Methods of assessment	24	9

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	83	76	52	86

School and Teacher Demographics

Number of districts 67
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,548	414	360	324	42

Public school enrollment

	1990	1996
K–8	1,303,439	1,563,037
9–12	486,486	560,738

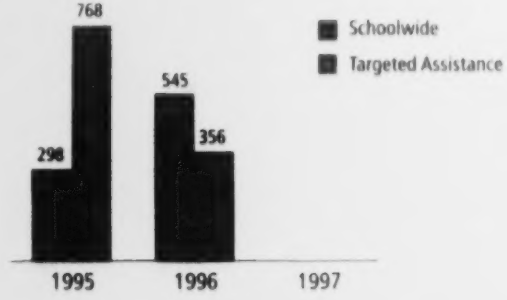
Public preschool enrollment PreK*
(*by state definition, 1996) 51,629

	Elementary	Middle	High
Student/teacher ratio (1996)	18:1	21:1	19:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	23.6	86.8	22.7	86.6
7–12	19.0	69.1	20.6	61.4

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Florida

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	62.8%	57.5%
Black	23.8	25.3
Asian/Pacific Islander	1.4	1.8
Hispanic	11.9	15.3
American Indian/Alaskan	0.2	0.2

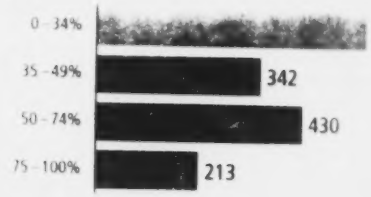
	1991	1996
Students with disabilities	11.4%	13.3%

	1990	1995
Limited English proficient	57,710	153,841

	1994	1996
Migrant	54,595	52,664

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (HEIS) 49% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	23%
Basic level and above	50%
Math **Grade 4, 1996**	
Proficient level and above	15%
Basic level and above	55%
Math **Grade 8, 1996**	
Proficient level and above	17%
Basic level and above	54%

Student Achievement 1995–1996

Test: Various NRTs

State Definition of "Proficient": The proficient level includes students scoring above the 50th percentile on district administered norm-referenced reading and math tests.

Targeted/schoolwide: Whole school scores with Targeted Assistance programs

Florida includes proficient and advanced scores in their reporting of proficient to the Department of Education. We have separated advanced scores out for purposes of this report.

Grade 4 — 1995–96

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students	50.6%	24.6%	24.8%
Title I Schoolwide	64.6	20.2	15.2
Title I Targeted	46.6	26.9	26.5
Percent Free/ Reduced Lunch			
00–34	32.7	28.9	38.4
35–49	44.2	27.5	28.3
50–74	54.7	24.2	21.1
75–100	73.8	16.9	9.3

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	39.4%	23.6%	37.0%
Title I Schoolwide	52.6	22.2	25.2
Title I Targeted	36.3	27.2	36.5
Percent Free/ Reduced Lunch			
00–34	23.3	23.7	53.0
35–49	33.3	25.7	41.0
50–74	43.8	23.8	32.4
75–100	59.7	20.9	19.4

Grade 8 — 1995–96

Reading/Language Arts

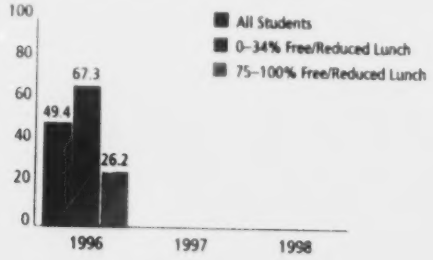
	Partially Proficient	Proficient	Advanced
All Students	45.7%	25.8%	28.5%
Title I Schoolwide	64.9	19.3	15.8
Title I Targeted	46.4	25.8	27.8
Percent Free/ Reduced Lunch			
00–34	32.4	28.2	39.4
35–49	44.1	27.5	28.4
50–74	54.8	23.9	21.3
75–100	73.0	16.6	10.4

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	45%	25.4%	29.6%
Title I Schoolwide	62.5	21.7	15.8
Title I Targeted	46.3	25.6	28.1
Percent Free/ Reduced Lunch			
00–34	31.3	26.6	42.1
35–49	44.2	26.8	29.0
50–74	54.7	24.3	21.0
75–100	69.6	19.7	10.7

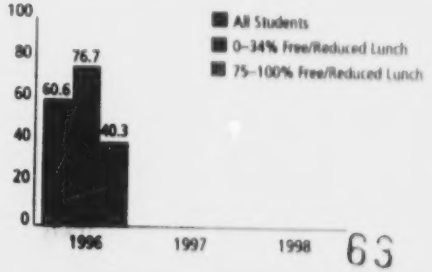
Student achievement trend

Reading 4th grade meets or exceeds Proficient



Student achievement trend

Math 4th grade meets or exceeds Proficient



Georgia

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$5,183
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$173,821,292
Percent school-age in population	
1995	19%
1990	19%
Percent of children living in poverty	
1994	21%
1989	23%
Per capita personal income (1996)	$22,977
Adult education	
High school graduates	70.9%
College graduates	19.3%
(25 years and older, 1990)	

Sources of funding

District average (1995)

State Standards

State definition of Adequate Yearly Progress for Title I Schools (1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	12%
Methods of teaching	39	26
Methods of assessment	34	6

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	11%	12%
Methods of teaching	25	29
Methods of assessment	24	11

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	82	82	68	90

School and Teacher Demographics

Number of districts (1996) 69

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,095	315	281	68	4

Public school enrollment	1990	1996
K–8	828,426	943,086
9–12	298,109	345,419

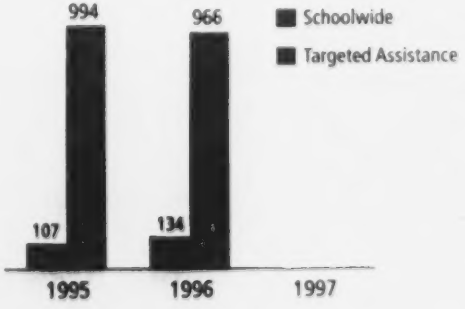
Public preschool enrollment (*by state definition, 1996) PreK* 22,621

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	16:1	18:1

Race/ethnicity and gender of teachers (Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	22.8	91.6	25.9	94.4
7–12	18.5	68.7	23.5	70.4

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Georgia

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	58.2%
Black	n/a	37.9
Asian/Pacific Islander	n/a	1.6
Hispanic	n/a	2.2
American Indian/Alaskan	n/a	0.1

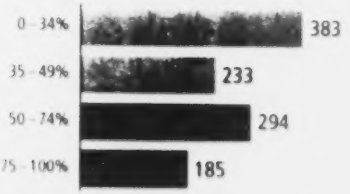
	1991	1996
Students with disabilities	8.0%	9.5%

	1990	1995
Limited English proficient	6,194	12,865

	1994	1996
Migrant	13,373	12,886

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	8.7%	9.0%

Postsecondary enrollment (1995)	59% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**
- Proficient level and above: 26%
- Basic level and above: 52%

Math **Grade 4, 1996**
- Proficient level and above: 13%
- Basic level and above: 53%

Math **Grade 8, 1996**
- Proficient level and above: 16%
- Basic level and above: 51%

Student Achievement 1995–1996

Test: Iowa Test of Basic Skills

National percentile; no levels

Grade 3 — 1995–96

[redacted]

	National Percentile
All Students	51%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	59%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

[redacted]

	National Percentile
All Students	48%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	53%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Hawaii

State Context

Expenditures per pupil $5,613
(Adjusted for cost of living, 1995)

Title I allocation $19,809,943
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	18%
1990	18%

Percent of children living in poverty

1994	14%
1989	17%

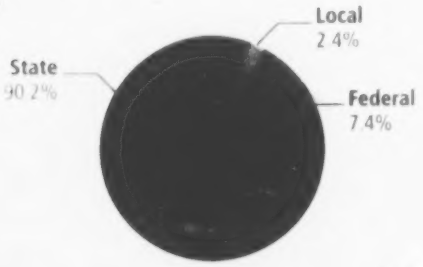
Per capita personal income $25,404
(1996)

Adult education

High school graduates	80.1%
College graduates	22.9%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	26%
Methods of teaching	27	49
Methods of assessment	43	20

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	20%
Methods of teaching	27	28
Methods of assessment	28	10

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	81	69	74	86

School and Teacher Demographics

Number of districts 1
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
169	28	31	15	3

Public school enrollment

	1990	1996
K–8	123,496	135,023
9–12	45,997	51,472

Public preschool enrollment PreK*
(*by state definition, 1996) 609

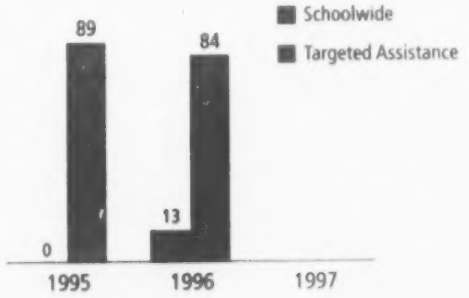
Student/teacher ratio (1996)

Elementary	Middle	High
19:1	17:1	18:1

Race/ethnicity and gender of teachers
(Percent)

	1988		1994	
	Minority	Female	Minority	Female
K–6	86.7	91.1	82.1	91.5
7–12	79.4	57.8	67.9	58.1

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Hawaii

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	23.0%	22.9%
Black	2.6	2.6
Asian/Pacific Islander	71.7	69.3
Hispanic	2.3	4.9
American Indian/Alaskan	0.3	0.4

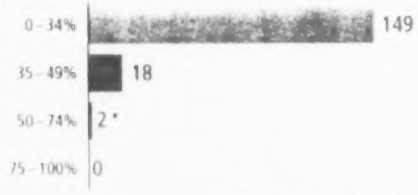
	1991	1996
Students with disabilities	6.8%	7.9%

	1990	1995
Limited English proficient	8,407	12,216

	1994	1996
Migrant	n/a	n/a

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



* Inconsistent with Title I school counts

	1994	1995
High school drop-out rate (event)	5.1%	4.9%

Postsecondary enrollment (1995)	62% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**	
Proficient level and above	19%
Basic level and above	46%
Math, **Grade 4, 1996**	
Proficient level and above	16%
Basic level and above	53%
Math, **Grade 8, 1996**	
Proficient level and above	16%
Basic level and above	51%

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Student Achievement 1995–1996

Test: **Hawaii chose not to participate in this year's report.**

Grade 4	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8	1995–96
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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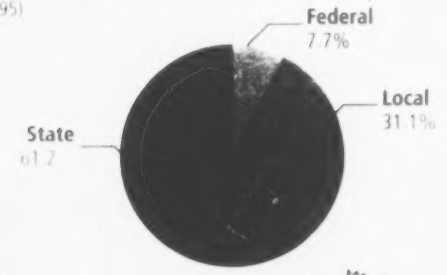
Idaho

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$4,300
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$27,062,348
Percent school-age in population	
1995	22%
1990	23%
Percent of children living in poverty	
1994	18%
1989	17%
Per capita personal income (1996)	$19,837
Adult education	
High school graduates	79.7%
College graduates	17.7%
(25 years and older, 1990)	

Sources of funding

District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	21%
Methods of teaching	29	42
Methods of assessment	28	16

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	9%	15%
Methods of teaching	25	25
Methods of assessment	22	13

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	69	46	77	73

School and Teacher Demographics

Number of districts (1996)	112

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
329	101	150	18	12

Public school enrollment	1990	1996
K–8	156,602	167,798
9–12	58,330	73,228

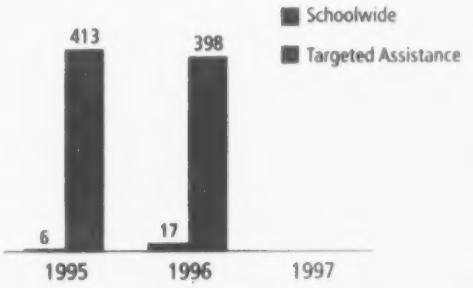
Public preschool enrollment (*by state definition, 1996)	PreK*
	1,658

	Elementary	Middle	High
Student/teacher ratio (1996)	20:1	19:1	19:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	2.6	84.5	2.2	85.0
7–12	1.3	49.3	2.3	46.9

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Idaho

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	n/a
Black	n/a	n/a
Asian/Pacific Islander	n/a	n/a
Hispanic	n/a	n/a
American Indian/Alaskan	n/a	n/a

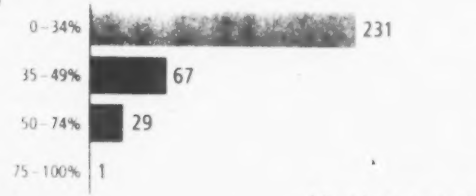
	1991	1996
Students with disabilities	8.4%	8.6%

	1990	1995
Limited English proficient	3,440	8,959

	1994	1996
Migrant	11,632	9,411

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* One school not reported

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	48% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math, **Grade 4, 1996**	
Proficient level and above	n/a
Basic level and above	n/a
Math, **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: Scores are a combination of Iowa Test of Basic Skills, Direct Mathematics Assessment, and local measures.

Grades 3–5 — 1995–96

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide	53%	36%	11%
Title I Targeted	70	26	4
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide	56%	37%	7%
Title I Targeted	75	22	3
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Grades 6–8 — 1995–96

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide	51%	42%	8%
Title I Targeted	64	29	7
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students			
Title I Schoolwide	60%	35%	5%
Title I Targeted	70	27	3
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

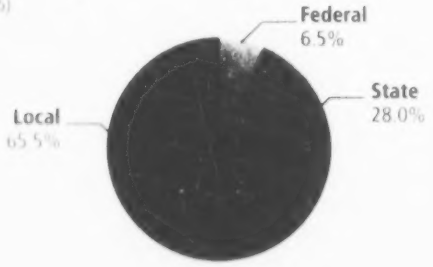
Illinois

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$5,381
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$327,819,452
Percent school-age in population	
1995	19%
1990	18%
Percent of children living in poverty	
1994	21%
1989	21%
Per capita personal income (1996)	$26,848
Adult education	
High school graduates	76.2%
College graduates	21.0%
(25 years and older, 1990)	

Sources of funding

District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- ✓ Reading/Language Arts
- ✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	10%
Methods of teaching	42	19
Methods of assessment	45	16

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	10%
Methods of teaching	32	14
Methods of assessment	42	11

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	89	82	77	80

School and Teacher Demographics

Number of districts (1996)	916

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
2,572	708	642	32	171

Public school enrollment	1990	1996
K–8	1,280,021	1,287,984
9–12	517,334	518,032

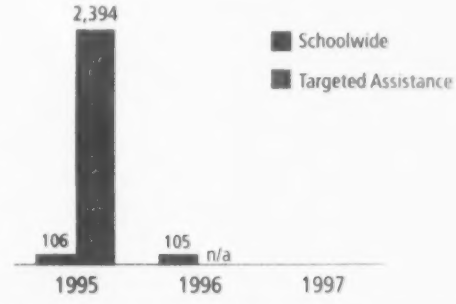
Public preschool enrollment (*by state definition, 1996)	PreK*
	45,947

	Elementary	Middle	High
Student/teacher ratio (1996)	18:1	16:1	17:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	16.7	86.4	14.0	90.9
7–12	11.8	52.1	11.4	50.7

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	66.0%	63.7%
Black	21.9	21.0
Asian/Pacific Islander	2.6	3.0
Hispanic	9.3	12.1
American Indian/Alaskan	0.1	0.2

	1991	1996
Students with disabilities	11.5%	12.8%

	1990	1995
Limited English proficient	73,185	107,084

	1994	1996
Migrant	3,619	4,201

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995) 64% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**
- Proficient level and above: n/a
- Basic level and above: n/a

Math: **Grade 4, 1996**
- Proficient level and above: n/a
- Basic level and above: n/a

Student Achievement 1995–1996

Test: Illinois Goal Assessment Program

State Definition of "Proficient": **Meets state goals**

No distinction between Schoolwide and Targeted Assistance scores

Grade 3 — 1995–96

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students	27%	52%	22%
Title I	32	50	18
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	10%	61%	29%
Title I	13	63	24
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Grade 8 — 1995–96

	Partially Proficient	Proficient	Advanced
All Students	34%	47%	19%
Title I	42	44	14
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

	Partially Proficient	Proficient	Advanced
All Students	15%	60%	25%
Title I	22	61	17
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

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Indiana

State Context

Expenditures per pupil $5,789
(Adjusted for cost of living, 1995)

Title I allocation $113,146,022
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	19%

Percent of children living in poverty

1994	17%
1989	19%

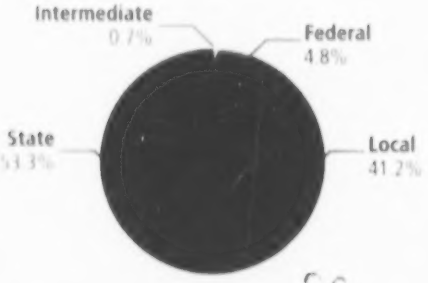
Per capita personal income $22,601
(1996)

Adult education

High school graduates	75.6%
College graduates	15.6%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	10%
Methods of teaching	40	21
Methods of assessment	38	6

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	12%
Methods of teaching	35	12
Methods of assessment	29	7

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	76	81	78	89

School and Teacher Demographics

Number of districts 295
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,175	302	347	33	6

Public school enrollment

	1990	1996
K–8	671,036	675,978
9–12	283,129	290,232

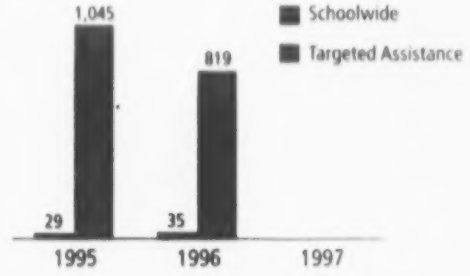
Public preschool enrollment PreK*
(*by state definition, 1996) 4,901

	Elementary	Middle	High
Student/teacher ratio (1996)	19:1	18:1	19:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	6.0	81.6	3.3	89.0
7–12	6.7	49.3	5.9	49.3

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	86.5%	85.6%
Black	10.9	11.1
Asian/Pacific Islander	0.6	0.8
Hispanic	1.8	2.3
American Indian/Alaskan	0.1	0.2

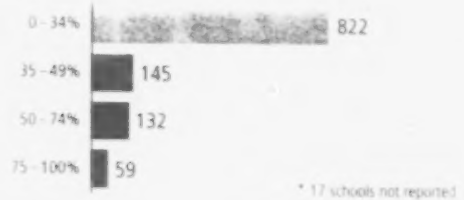
	1991	1996
Students with disabilities	11.1%	12.6%

	1990	1995
Limited English proficient	4,001	6,293

	1994	1996
Migrant	5,491	6,572

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* 17 schools not reported

	1994	1995
High school drop-out rate (event)	n/a	4.6%

Postsecondary enrollment (1995): 55% of '94 graduates

NAEP State Results

Reading Grade 4, 1994	
Proficient level and above	33%
Basic level and above	66%
Math Grade 4, 1996	
Proficient level and above	24%
Basic level and above	72%
Math Grade 8, 1996	
Proficient level and above	24%
Basic level and above	68%

Student Achievement 1995–1996

Test: Indiana Statewide Testing for Educational Progress Plus

State Definition of "Proficient": Sufficient understanding of math or English with a reasonable chance of success in next grade level without remedial assistance or supplementary educational experience.

Grade 3 — 1995–96

Reading/Language Arts

	Apprentice Learner	Proficient Learner	Advancing Learner
All Students	15%	50%	35%
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Mathematics

	Apprentice Learner	Proficient Learner	Advancing Learner
All Students	7%	38%	54%
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Grade 6 — 1995–96

	Apprentice Learner	Proficient Learner	Advancing Learner
All Students	22%	41%	36%
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

	Apprentice Learner	Proficient Learner	Advancing Learner
All Students	18%	53%	29%
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

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Iowa

State Context

Expenditures per pupil $5,940
(Adjusted for cost of living, 1995)

Title I allocation $52,169,797
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population
- 1995 19%
- 1990 19%

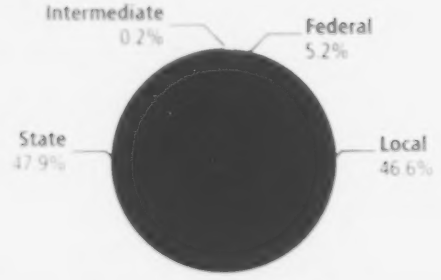
Percent of children living in poverty
- 1994 13%
- 1989 14%

Per capita personal income $22,306
(1996)

Adult education
- High school graduates 80.1%
- College graduates 16.9%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- Reading/Language Arts
- Math
- Science
- Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	11%	17%
Methods of teaching	34	31
Methods of assessment	44	14

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	14%
Methods of teaching	31	20
Methods of assessment	42	13

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	80	74	86	81

School and Teacher Demographics

Number of districts 390
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
851	294	370	28	8

Public school enrollment

	1990	1996
K–8	338,422	331,822
9–12	140,064	152,491

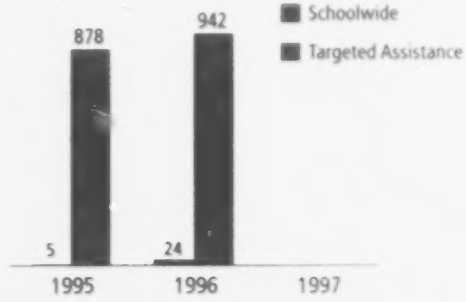
Public preschool enrollment PreK*
(*by state definition, 1996) 5,957

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	15:1	15:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	3.7	85.6	1.9	88.5
7–12	1.9	35.3	2.4	44.6

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	94.5%	92.7%
Black	2.7	3.3
Asian/Pacific Islander	1.3	1.5
Hispanic	1.1	2.1
American Indian/Alaskan	0.3	0.4

	1991	1996
Students with disabilities	11.1%	12.5%

	1990	1995
Limited English proficient	3,603	5,807

	1994	1996
Migrant	1,330	2,716

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)

	1994	1995
High school drop-out rate (event)	3.2%	3.5%

Postsecondary enrollment (1995)	64% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**	
Proficient level and above	35%
Basic level and above	69%
Math, **Grade 4, 1996**	
Proficient level and above	22%
Basic level and above	74%
Math, **Grade 8, 1996**	
Proficient level and above	31%
Basic level and above	78%

Student Achievement 1995–1996

Test: No statewide assessment. Tests are administered at the district level. During the 1997–98 school year districts will report results for a statewide summary report that will include some disaggregation.

Grade 4 — 1995–96

Reading/Language Arts

All Students
Title I Schoolwide
Title I Targeted
Percent Free/ Reduced Lunch
00–34
35–49
50–74
75–100

Mathematics

All Students
Title I Schoolwide
Title I Targeted
Percent Free/ Reduced Lunch
00–34
35–49
50–74
75–100

Grade 8 — 1995–96

All Students
Title I Schoolwide
Title I Targeted
Percent Free/ Reduced Lunch
00–34
35–49
50–74
75–100

All Students
Title I Schoolwide
Title I Targeted
Percent Free/ Reduced Lunch
00–34
35–49
50–74
75–100

Kansas

State Context

Expenditures per pupil $5,839
(Adjusted for cost of living, 1995)

Title I allocation $59,696,519
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population
- 1995 20%
- 1990 19%

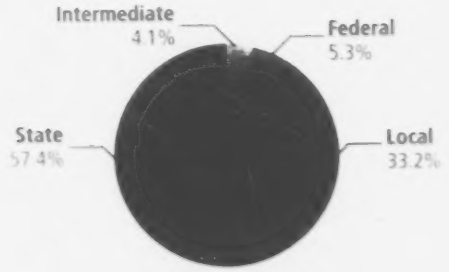
Percent of children living in poverty
- 1994 16%
- 1989 13%

Per capita personal income $23,165
(1996)

Adult education
- High school graduates 81.3%
- College graduates 21.1%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- ✓ Reading/Language Arts
- ✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	16%
Methods of teaching	55	19
Methods of assessment	43	13

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	12%
Methods of teaching	36	16
Methods of assessment	42	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	63	63	78	73

School and Teacher Demographics

Number of districts 304
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
871	246	356	7	5

Public school enrollment

	1990	1996
K–8	313,588	322,303
9–12	117,276	132,975

Public preschool enrollment
(*by state definition, 1996)

	PreK*
	5,217

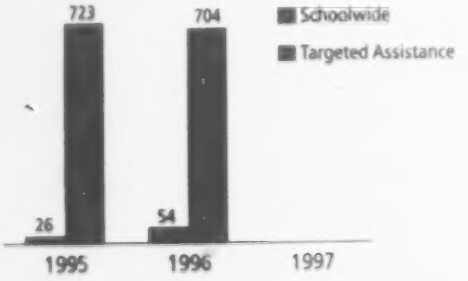
Student/teacher ratio
(1996)

Elementary	Middle	High
16:1	15:1	14:1

Race/ethnicity and gender of teachers
(Percent)

	1988		1994	
	Minority	Female	Minority	Female
K–6	5.4	89.1	2.9	89.0
7–12	8.6	56.5	3.6	52.6

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	85.1	82
Black	8.1	8
Asian/Pacific Islander	1.4	1.9
Hispanic	4.2	6.1
American Indian/Alaskan	1.0	1.1

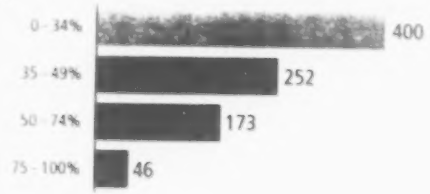
	1991	1996
Students with disabilities	9.2%	10.4%

	1990	1995
Limited English proficient	4,789	10,148

	1994	1996
Migrant	14,482	20,805

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	5.0%	5.1%

Postsecondary enrollment (1995)	57% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math **Grade 4, 1996**	
Proficient level and above	n/a
Basic level and above	n/a
Math **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: Kansas Reading Assessment, Kansas Math Assessment

Grade 3

1995–96

Reading/Language Arts

	Partially Proficient or Proficient	Advanced
All Students	67.8%	32.2%
Title I Schoolwide	81.8	18.2
Title I Targeted	69.6	30.4
Percent Free/ Reduced Lunch		
00–34	64.8	35.2
35–49	68.5	31.5
50–74	72.8	27.2
75–100	81.1	18.9

Grade 4

Mathematics

	Partially Proficient or Proficient	Advanced
All Students	80.6%	19.4%
Title I Schoolwide	93.9	6.1
Title I Targeted	83.2	16.8
Percent Free/ Reduced Lunch		
00–34	77.0	23.0
35–49	81.2	18.8
50–74	88.6	11.4
75–100	94.5	5.5

Grade 7

1995–96

	Partially Proficient or Proficient	Advanced
All Students	76.4%	23.6%
Title I Schoolwide	91.2	8.8
Title I Targeted	77.3	22.7
Percent Free/ Reduced Lunch		
00–34	74.4	25.6
35–49	77.6	22.4
50–74	84.1	15.9
75–100	85.3	14.7

	Partially Proficient or Proficient	Advanced
All Students	93.1%	6.9%
Title I Schoolwide	99.7	0.3
Title I Targeted	93.7	6.3
Percent Free/ Reduced Lunch		
00–34	91.0	9.0
35–49	95.6	4.4
50–74	96.0	4.0
75–100	97.4	2.6

Kentucky

State Context

Expenditures per pupil $5,084
(Adjusted for cost of living, 1995)

Title I allocation $133,102,542
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, Title I)

Percent school age in population
- 1995 18%
- 1990 19%

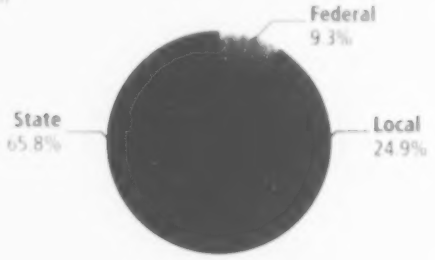
Percent of children living in poverty
- 1994 26%
- 1989 22%

Per capita personal income $19,797
(1996)

Adult education
- High school graduates 64.6%
- College graduates 13.6%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies/History

State assessments aligned with standards (1997)
- ✓ Reading/Language Arts
- ✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	22%	22%
Methods of teaching	34	48
Methods of assessment	46	43

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	12%
Methods of teaching	40	27
Methods of assessment	48	35

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	63	79	55	80

School and Teacher Demographics

Number of districts 176
(1996)

Number of public schools in state (1996)

ntary	ed	Other
0		42

Public school enrollment

	1990	1996
K–8	451,858	440,374
9–12	178,830	188,412

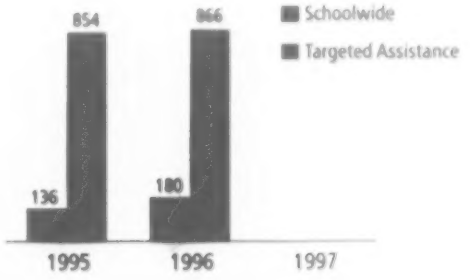
Public preschool enrollment PreK*
(*by state definition, 1996) n/a

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	17:1	17:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	6.3	88.2	3.7	90.5
7–12	2.9	61.7	5.7	53.8

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	90%	89.1%
Black	9.4	9.8
Asian/Pacific Islander	0.4	0.6
Hispanic	0.2	0.4
American Indian/Alaskan	< 0.05	< 0.05

	1991	1996
Students with disabilities	10.6%	10.9%

	1990	1995
Limited English proficient	1,344	2,161

	1994	1996
Migrant	17,262	20,240

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995) 49% of '94 graduates

NAEP State Results

Reading Grade 4, 1994	
Proficient level and above	26%
Basic level and above	56%
Math Grade 4, 1996	
Proficient level and above	16%
Basic level and above	60%
Math Grade 8, 1996	
Proficient level and above	16%
Basic level and above	56%

Student Achievement 1995–1996

Test: Kentucky Instructional Skills Information System

State Definition of "Proficient": Student demonstrates understanding of major concepts. Student can apply core concepts and skills to solve problems, make connections among major concepts, and communicate ideas effectively.

Targeted Assistance: Scores for Targeted Assistance students only.

Students Tested—Children with an alternate learning portfolio are consequently not counted in a grade. Non-graded students are tested when they pass through the age range, which accounts for greater than 100% participation in exam taking.

Test scores are reported as of October 1996.

Grade 4 — 1995–96

Reading/Language Arts

	Novice	Apprentice	Proficient	Distinguished
All Students	6.7%	62.3%	29.7%	1.3%
Title I Schoolwide	10.1	63.5	25.3	1.1
Title I Targeted	13.0	73.5	13.2	0.3
Percent Free/ Reduced Lunch				
00–34	3.5	56.0	38.4	2.1
35–49	4.6	61.3	32.6	1.5
50–74	7.4	65.0	26.6	1.0
75–100	9.7	63.8	25.6	1.0

Mathematics

	Novice	Apprentice	Proficient	Distinguished
All Students	29.8%	56.0%	8.9%	5.3%
Title I Schoolwide	38.2	51.3	6.7	3.8
Title I Targeted	49.8	45.3	3.3	1.6
Percent Free/ Reduced Lunch				
00–34	18.8	61.6	11.5	8.0
35–49	26.4	57.9	9.9	5.9
50–74	33.4	54.2	7.8	4.6
75–100	35.5	52.7	7.6	4.2

Grade 8 — 1995–96

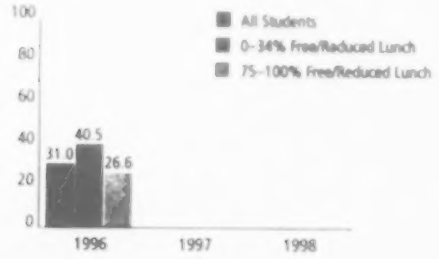
Reading/Language Arts

	Novice	Apprentice	Proficient	Distinguished
All Students	5.9%	81.2%	12.8%	0.1%
Title I Schoolwide	7.9	82.6	9.4	0.1
Title I Targeted	7.9	89.1	3.1	
Percent Free/ Reduced Lunch				
00–34	3.9	78.8	17.2	0.1
35–49	5.6	82.8	11.6	0.1
50–74	7.3	81.6	11.1	
75–100	8.9	83.2	7.8	

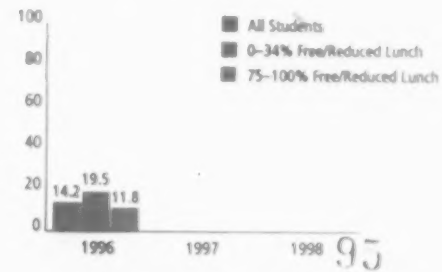
Mathematics

	Novice	Apprentice	Proficient	Distinguished
All Students	36.2%	35.9%	15.5%	12.4%
Title I Schoolwide	42.9	34.1	13.9	9.1
Title I Targeted	58.2	32.4	6.9	2.5
Percent Free/ Reduced Lunch				
00–34	27.8	36.8	18.5	16.9
35–49	36.7	37.0	15.1	11.3
50–74	41.2	34.2	14.1	10.5
75–100	45.7	34.8	11.8	7.7

Student achievement trend
Reading 4th grade meets or exceeds Proficient



Student achievement trend
Math 4th grade meets or exceeds Proficient



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Louisiana

State Context

Expenditures per pupil $4,875
(Adjusted for cost of living, 1995)

Title I allocation $194,270,120
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population
- 1995 21%
- 1990 21%

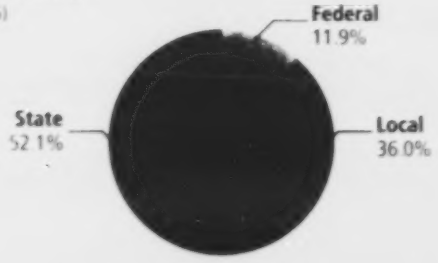
Percent of children living in poverty
- 1994 34%
- 1989 34%

Per capita personal income $19,664
(1996)

Adult education
- High school graduates 68.3%
- College graduates 16.1%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	18%	14%
Methods of teaching	43	32
Methods of assessment	40	7

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	7%	9%
Methods of teaching	42	18
Methods of assessment	35	9

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	65	63	57	67

School and Teacher Demographics

Number of districts 66
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
794	279	251	114	32

Public school enrollment

	1990	1996
K–8	581,702	547,993
9–12	201,323	211,965

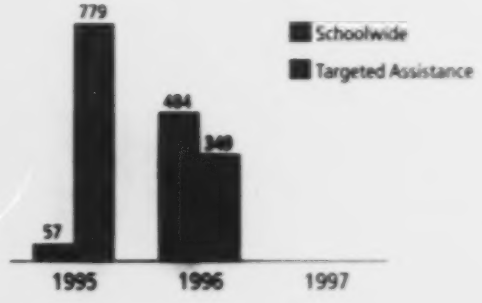
Public preschool enrollment PreK*
(*by state definition, 1996) 19,440

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	18:1	18:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	29.4	93.3	24.3	95.2
7–12	39.3	67.5	25.2	59.9

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	53.4%	51.0%
Black	44.1	46.0
Asian/Pacific Islander	1.1	1.3
Hispanic	1.0	1.1
American Indian/Alaskan	0.4	0.5

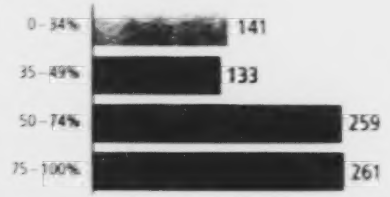
	1991	1996
Students with disabilities	8.3%	10.7%

	1990	1995
Limited English proficient	7,088	6,566

	1994	1996
Migrant	4,759	5,786

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	4.7%	3.6%

Postsecondary enrollment (1995)	53% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	15%
Basic level and above	40%
Math **Grade 4, 1996**	
Proficient level and above	8%
Basic level and above	44%
Math **Grade 8, 1996**	
Proficient level and above	7%
Basic level and above	38%

Student Achievement 1995–1996

Note: Currently, Louisiana's criterion-referenced testing program results are reported on two levels only—Attaining and Not Attaining. Future plans include a new standards based assessment program, with implementation being phased in between 1998–1999 and 2000–2001. At that time Louisiana will have data for five proficiency levels: Advanced, Proficient, Basic, Below Basic, and Unsatisfactory.

Grade 4	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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State Context

Expenditures per pupil $6,144
(Adjusted for cost of living, 1995)

Title I allocation $29,510,966
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	18%

Percent of children living in poverty

1994	17%
1989	19%

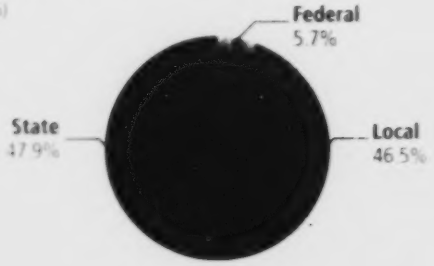
Per capita personal income $21,011
(1996)

Adult education

High school graduates	78.8%
College graduates	18.8%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies/History

State assessments aligned with standards (1997)

✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	8%	22%
Methods of teaching	25	39
Methods of assessment	34	17

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	16%
Methods of teaching	28	22
Methods of assessment	33	13

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	81	68	67	72

School and Student Demographics

Number of districts 285
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
449	122	107	14	4

Public school enrollment

	1990	1996
K–8	152,267	153,866
9–12	61,508	57,086

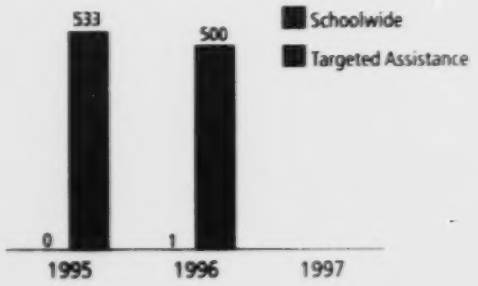
Public preschool enrollment PreK*
(*by state definition, 1996) 821

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	16:1	15:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	3.4	83.6	0.6	92.1
7–12	1.0	52.3	0.2	47.3

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	97.3%
Black	n/a	0.8
Asian/Pacific Islander	n/a	0.9
Hispanic	n/a	0.4
American Indian/Alaskan	n/a	0.6

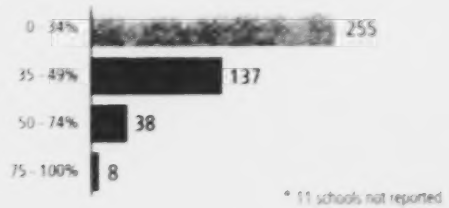
	1991	1996
Students with disabilities	11.6%	13.4%

	1990	1995
Limited English proficient	1,822	2,430

	1994	1996
Migrant	7,582	9,208

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* 11 schools not reported

	1994	1995
High school drop-out rate (event)	3.1%	3.3%

Postsecondary enrollment (1995)	50% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	41%
Basic level and above	75%
Math **Grade 4, 1996**	
Proficient level and above	27%
Basic level and above	75%
Math **Grade 8, 1996**	
Proficient level and above	31%
Basic level and above	77%

Student Achievement 1995–1996

Test: Maine Educational Assessment

State Definition of "Proficient": ("Basic"): Students demonstrate a command of essential knowledge and skills with partial success on tasks involving higher-level concepts, including applications of skills, make connections among ideas, and successfully address problems and tasks. Communications are direct and reasonably effective, but sometimes lack the substance or detail necessary to convey in-depth understanding of concepts.

Targeted Assistance: Whole school scores with targeted assistance programs

Test revisions to reflect new state standards expected during 1997–1998. Revisions will be in place for the 1998–1999 assessment cycle.

Grade 4 — **1995–96**

Reading/Language Arts (92% of total school grade took exam)

	Novice	Basic	Advanced	Distinguished
All Students	13%	67%	19%	1%
Title I Schoolwide				
Title I Targeted	14	67	19	0
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics

	Novice	Basic	Advanced	Distinguished
All Students	22%	55%	15%	8%
Title I Schoolwide				
Title I Targeted	23	55	14	8
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Grade 8 — **1995–96**

Reading/Language Arts (93% of total school grade took exam)

	Novice	Basic	Advanced	Distinguished
All Students	21%	57%	22%	0%
Title I Schoolwide				
Title I Targeted	22	57	21	0
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

	Novice	Basic	Advanced	Distinguished
All Students	29%	62%	8%	1%
Title I Schoolwide				
Title I Targeted	30	62	7	1
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Maryland

State Context

Expenditures per pupil $6,298
(Adjusted for cost of living, 1995)

Title I allocation $88,448,642
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	18%
1990	17%

Percent of children living in poverty

1994	15%
1989	14%

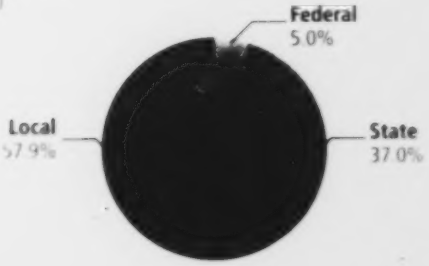
Per capita personal income $27,618
(1996)

Adult education

High school graduates	78.4%
College graduates	26.5%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	10%
Methods of teaching	40	30
Methods of assessment	54	10

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	12%
Methods of teaching	36	22
Methods of assessment	33	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	86	73	86	92

School and Teacher Demographics

Number of districts 24
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
845	223	179	17	12

Public school enrollment

	1990	1996
K–8	507,007	564,277
9–12	191,799	209,073

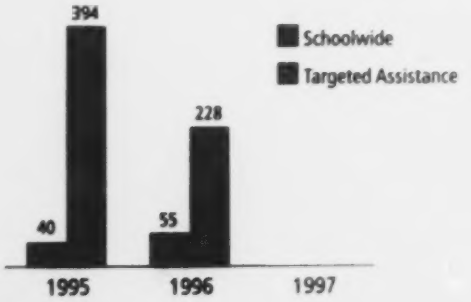
Public preschool enrollment PreK*
(*by state definition, 1996) 19,639

	Elementary	Middle	High
Student/teacher ratio (1996)	19:1	16:1	17:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	20.3	88.1	20.4	87.6
7–12	14.8	47.4	15.0	64.3

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	61.7%	57.5%
Black	32.7	35.0
Asian/Pacific Islander	3.3	3.8
Hispanic	2.1	3.3
American Indian/Alaskan	0.2	0.3

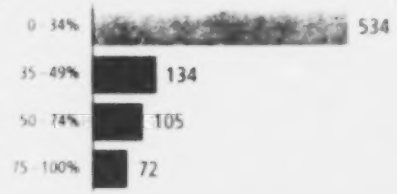
	1991	1996
Students with disabilities	11.1%	11.8%

	1990	1995
Limited English proficient	10,034	15,104

	1994	1996
Migrant	576	716

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	55% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	26%
Basic level and above	55%
Math **Grade 4, 1996**	
Proficient level and above	22%
Basic level and above	59%
Math **Grade 8, 1996**	
Proficient level and above	24%
Basic level and above	57%

Student Achievement 1995–1996

Test: Maryland School Performance Assessment Program

State Definition of "Proficient": ("Satisfactory"): A realistic and rigorous level of achievement indicating proficiency in meeting the needs of students

Grade 3 — 1995–96

Reading/Language Arts (93.9% of total school grade took exam)

	Satisfactory
All Students	35.3%
Title I Schoolwide	17.7
Title I Targeted	30.5
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics (98.0% of total school grade took exam)

	Satisfactory
All Students	38.7%
Title I Schoolwide	17.9
Title I Targeted	32.3
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

Reading/Language Arts (95.0% of total school grade took exam)

	Satisfactory
All Students	28.6%
Title I Schoolwide	10.6
Title I Targeted	3.4
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics (95.1% of total school grade took exam)

	Satisfactory
All Students	43.3%
Title I Schoolwide	14.6
Title I Targeted	2.8
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Massachusetts

State Context

Expenditures per pupil $5,785
(Adjusted for cost of living, 1995)

Title I allocation $125,634,467
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	17%
1990	16%

Percent of children living in poverty

1994	16%
1989	15%

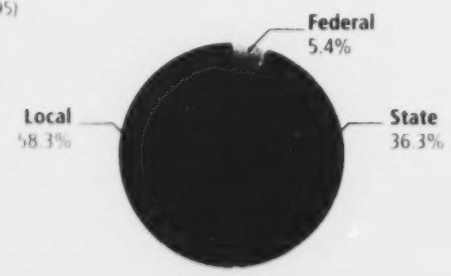
Per capita personal income $29,792
(1996)

Adult education

High school graduates	80.0%
College graduates	27.2%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	17%	17%
Methods of teaching	37	34
Methods of assessment	39	12

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	16%
Methods of teaching	27	22
Methods of assessment	27	9

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	89	76	89	87

School and Teacher Demographics

Number of districts 353
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,208	299	290	25	9

Public school enrollment

	1990	1996
K–8	590,238	653,183
9–12	235,350	240,419

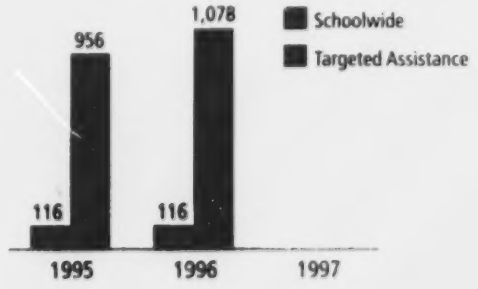
Public preschool enrollment PreK*
(*by state definition, 1996) 14,792

	Elementary	Middle	High
Student/teacher ratio (1996)	n/a	n/a	n/a

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	7.4	83.8	7.5	81.9
7–12	3.5	47.2	6.3	51.8

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	81.8%	78.5%
Black	7.5	8.2
Asian/Pacific Islander	3.2	3.8
Hispanic	7.4	9.3
American Indian/Alaskan	0.1	0.2

	1991	1996
Students with disabilities	16.3%	16.0%

	1990	1995
Limited English proficient	40,057	44,476

	1994	1996
Migrant	4,436	3,603

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	3.7%	3.6%

Postsecondary enrollment (1995)	65% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**
- Proficient level and above 36%
- Basic level and above 69%

Math **Grade 4, 1996**
- Proficient level and above 24%
- Basic level and above 71%

Math **Grade 8, 1996**
- Proficient level and above 28%
- Basic level and above 68%

Student Achievement 1995–1996

Test: New state assessment system (Massachusetts Comprehensive Assessment System) during the 1997–1998 school year. Currently, transitional assessment being used. Baseline will be set on new system.

Grade 4 — 1995–96

Reading/Language Arts (90% of total school grade took exam)

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics [redacted]

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

Reading/Language Arts (84% of total school grade took exam)

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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Michigan

State Context

Expenditures per pupil $6,366
(Adjusted for cost of living, 1995)

Title I allocation $319,515,002
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	19%

Percent of children living in poverty

1994	21%
1989	20%

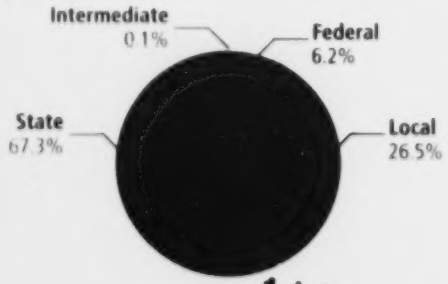
Per capita personal income $24,945
(1996)

Adult education

High school graduates	76.8%
College graduates	17.4%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	12%
Methods of teaching	38	32
Methods of assessment	49	9

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	11%
Methods of teaching	35	17
Methods of assessment	36	7

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	67	61	73	88

School and Teacher Demographics

Number of districts 633
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
2,051	579	638	88	99

Public school enrollment

	1990	1996
K–8	1,127,921	1,153,055
9–12	448,864	449,921

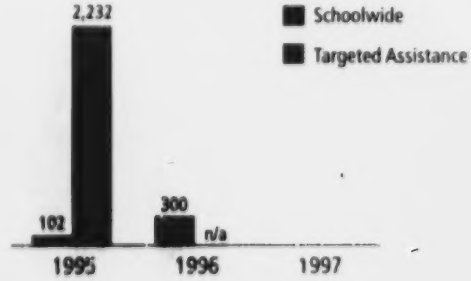
Public preschool enrollment PreK*
(*by state definition, 1996) 21,000

	Elementary	Middle	High
Student/teacher ratio (1996)	22:1	19:1	20:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	13.9	81.8	10.2	85.9
7–12	14.7	45.3	6.4	46.5

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	77.8%	76.4%
Black	17.8	18.3
Asian/Pacific Islander	1.2	1.5
Hispanic	2.3	2.7
American Indian/Alaskan	0.9	1.0

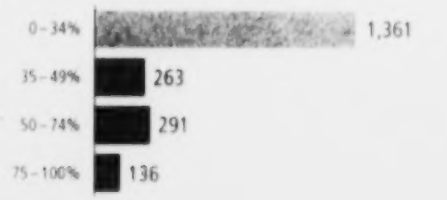
	1991	1996
Students with disabilities	9.5%	10.6%

	1990	1995
Limited English proficient	33,449	47,123

	1994	1996
Migrant	20,018	20,893

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995) 60% of '94 grad

NAEP State Results

Reading **Grade 4, 1994**
- Proficient level and above: n/a
- Basic level and above: n/a

Math **Grade 4, 1996**
- Proficient level and above: 23%
- Basic level and above: 68%

Math **Grade 8, 1996**
- Proficient level and above: 28%
- Basic level and above: 67%

Student Achievement 1995–1996

Test: Michigan Educational Assessment Program

Data Definition of "Proficient": ("Moderate"). Math—the student scored between 500 and 519 scale score on overall performance in the MEAP Essential Skills Mathematics Test. Reading—the student scored 300 scaled score or above on only one reading selection from the MEAP Essential Skills Reading Test.

Targeted Assistance: Whole school scores with Targeted Assistance Programs

Grade 4 — 1995–96

Reading/Language Arts (93.9% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	19.1%	30.9%	49.9%
Title I Schoolwide	29.0	32.0	39.0
Title I Targeted	16.0	30.3	54.5
Percent Free/ Reduced Lunch			
00–34	14.0	29.0	57.0
35–49	20.7	34.0	45.3
50–74	26.0	34.0	40.0
75–100	33.4	30.0	37.0

Mathematics (98.0% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	14.5%	22.4%	63.1%
Title I Schoolwide	25.0	26.0	49.0
Title I Targeted	10.4	21.0	69.5
Percent Free/ Reduced Lunch			
00–34	9.8	19.5	71.5
35–49	15.0	25.0	60.0
50–74	21.5	27.0	52.1
75–100	30.5	25.4	44.1

Grade 7 — 1995–96

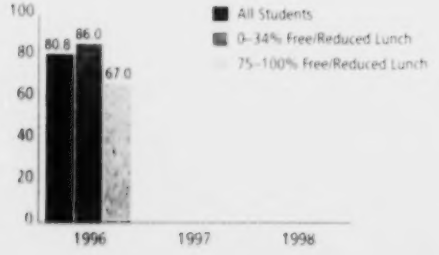
Reading/Language Arts (95.0% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	25.0%	32.7%	42.3%
Title I Schoolwide	24.1	32.7	43.2
Title I Targeted	38.2	30.8	31.0
Percent Free/ Reduced Lunch			
00–34	23.0	33.0	44.0
35–49	30.0	34.0	36.0
50–74	35.0	33.0	32.0
75–100	41.5	28.9	30.4

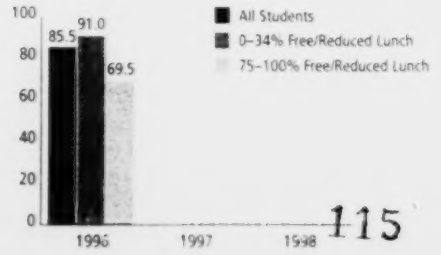
Mathematics (95.1% of total school grade took exam)

	Low	Moderate	Satisfactory
All Students	18.9%	26.1%	55.0%
Title I Schoolwide	16.4	26.7	56.9
Title I Targeted	38.8	28.3	32.9
Percent Free/ Reduced Lunch			
00–34	15.0	25.0	60.0
35–49	23.0	30.0	47.0
50–74	33.8	31.3	35.5
75–100	44.7	25.5	29.8

Student achievement trend
Reading 4th grade meets or exceeds Moderate



Student achievement trend
Math 4th grade meets or exceeds Moderate



Minnesota

State Context

Expenditures per pupil $5,738
(Adjusted for cost of living, 1995)

Title I allocation $85,679,376
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	20%
1990	19%

Percent of children living in poverty

1994	16%
1989	19%

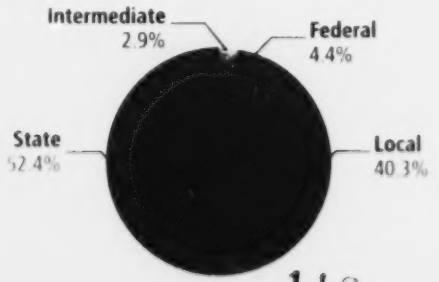
Per capita personal income $25,663
(1996)

Adult education

High school graduates	82.4%
College graduates	21.8%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	19%	16%
Methods of teaching	35	39
Methods of assessment	39	13

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	15%
Methods of teaching	31	21
Methods of assessment	31	14

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	84	94	97	89

School and Teacher Demographics

Number of districts 419
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,026	257	561	84	29

Public school enrollment

	1990	1996
K–8	528,507	577,612
9–12	211,046	248,094

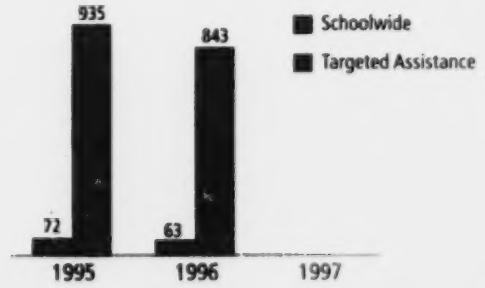
Public preschool enrollment PreK*
(*by state definition, 1996) 8,099

	Elementary	Middle	High
Student/teacher ratio (1996)	25:1	25:1	24:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	2.1	75.9	2.6	77.0
7–12	1.5	33.6	1.8	44.1

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	91.1%	87.4%
Black	3.1	4.8
Asian/Pacific Islander	2.9	3.9
Hispanic	1.2	2.0
American Indian/Alaskan	1.6	1.9

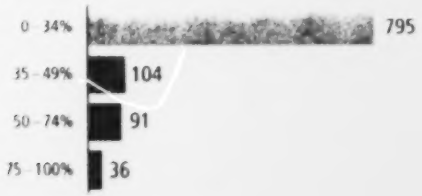
	1991	1996
Students with disabilities	9.1%	10.6%

	1990	1995
Limited English proficient	11,858	21,738

	1994	1996
Migrant	6,245	7,061

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	5.1%	5.1%

Postsecondary enrollment (1995)	53% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	33%
Basic level and above	65%
Math **Grade 4, 1996**	
Proficient level and above	29%
Basic level and above	76%
Math **Grade 8, 1996**	
Proficient level and above	34%
Basic level and above	75%

Student Achievement

Test: Minnesota's Basic Standards Test

Proficient: Percentile; no levels

Districts choose whether to participate.

Grade 4 — 1996–97

Reading/Language Arts

	Percent Passing
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	Percent Passing
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1996–97

Reading/Language Arts (82% of total school grade took exam)

	Percent Passing
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	59%
35–49	52
50–74	30
75–100	22

Mathematics (82% of total school grade took exam)

	Percent Passing
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	72%
35–49	63
50–74	36
75–100	26

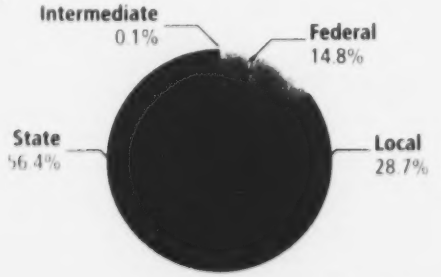
Mississippi

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$4,358
Title I allocation (Includes Basic, Concentration, and LEA grants; Even Start, Migrant Education, School Improvement Grants, 1996)	$127,062,223
Percent school-age in population	
1995	21%
1990	21%
Percent of children living in poverty	
1994	33%
1989	34%
Per capita personal income (1996)	$17,575
Adult education	
High school graduates	64.3%
College graduates	14.7%
(25 years and older, 1990)	

Sources of funding

District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	21%	11%
Methods of teaching	44	27
Methods of assessment	56	15

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	18%	13%
Methods of teaching	41	19
Methods of assessment	52	12

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	66	72	73	83

School and Teacher Demographics

Number of districts (1996)	153

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
444	170	175	74	25

Public school enrollment	1990	1996
K–8	369,513	354,566
9–12	132,507	133,121

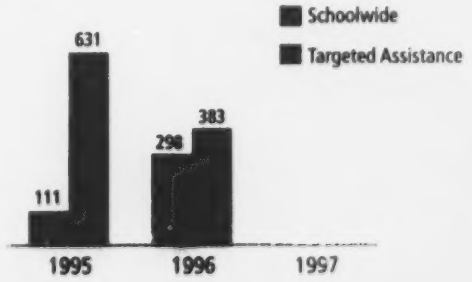
Public preschool enrollment (*by state definition, 1996)	PreK*
	1,083

	Elementary	Middle	High
Student/teacher ratio (1996)	18:1	18:1	19:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	33.1	92.5	20.0	97.3
7–12	35.9	71.2	29.6	66.5

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Mississippi

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	48.7%	47.7%
Black	50.6	51.0
Asian/Pacific Islander	0.4	0.6
Hispanic	0.1	0.3
American Indian/Alaskan	0.1	0.4

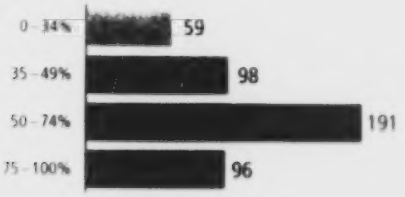
	1991	1996
Students with disabilities	11.0%	12.3%

	1990	1995
Limited English proficient	2,651	2,748

	1994	1996
Migrant	4,021	3,465

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	6.1%	6.6%

Postsecondary enrollment (1995)	69% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	18%
Basic level and above	45%
Math: **Grade 4, 1996**	
Proficient level and above	8%
Basic level and above	42%
Math: **Grade 8, 1996**	
Proficient level and above	7%
Basic level and above	36%

Student Achievement 1995–1996

Test: Iowa Test of Basic Skills

State Definition of "Proficient": Schools that meet or exceed five to six measures adapted from the Mississippi Accreditation System Level 3 Performance Standards

Grade 4 — 1995–96

Reading/Language Arts (60% of total school grade took exam)

	National Percentile
All Students	45.2%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	National Percentile
All Students	48.3%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

Reading/Language Arts (60% of total school grade took exam)

	National Percentile
All Students	49.5%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	45.9%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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Missouri

State Context

Expenditures per pupil $5,125
(Adjusted for cost of living, 1995)

Title I allocation $117,661,254
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population
- 1995 19%
- 1990 18%

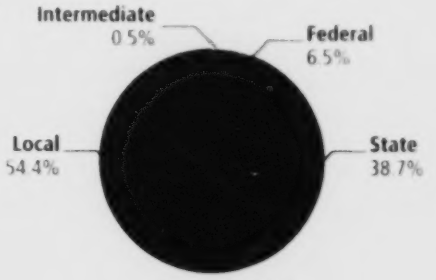
Percent of children living in poverty
- 1994 19%
- 1989 18%

Per capita personal income $23,022
(1996)

Adult education
- High school graduates 73.9%
- College graduates 17.8%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	11%
Methods of teaching	40	22
Methods of assessment	37	10

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	10%
Methods of teaching	37	14
Methods of assessment	36	5

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	81	89	70	84

School and Teacher Demographics

Number of districts 536
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,169	338	495	30	40

Public school enrollment

	1990	1996
K–8	576,243	612,937
9–12	231,691	251,700

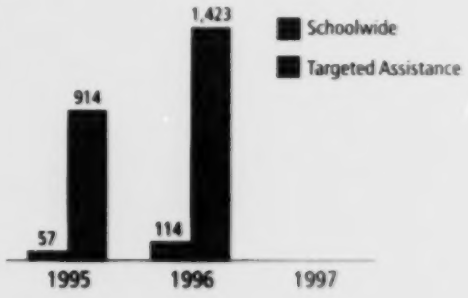
Public preschool enrollment PreK*
(*by state definition, 1996) n/a

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	16:1	16:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	5.7	87.8	9.5	90.1
7–12	5.7	56.2	6.7	58.5

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	81.7%
Black	n/a	16.0
Asian/Pacific Islander	n/a	1.0
Hispanic	n/a	1.0
American Indian/Alaskan	n/a	0.2

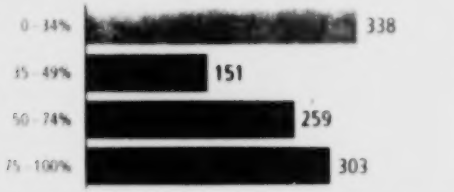
	1991	1996
Students with disabilities	11.5%	13.1%

	1990	1995
Limited English proficient	3,349	5,442

	1994	1996
Migrant	2,413	3,271

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* 118 schools not reported

	1994	1995
High school drop-out rate (event)	7.0%	7.1%

Postsecondary enrollment (1995) 51% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**
- Proficient level and above 31%
- Basic level and above 62%

Math **Grade 4, 1996**
- Proficient level and above 20%
- Basic level and above 66%

Math **Grade 8, 1996**
- Proficient level and above 22%
- Basic level and above 64%

Student Achievement 1995–1996

Test: Missouri Mastery Achievement Tests

State Definition of "Proficient": Student scores are in quintiles. There is no definition of proficient.

Targeted/Schoolwide: No distinction between Schoolwide and Targeted Assistance scores

Grade 3 — 1995–96

Reading/Language Arts (96% of total school grade took exam)

	Low				High
All Students	14%	14%	17%	21%	34%
Title I Schoolwide	24	25	22	16	12
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34					
35–49					
50–74					
75–100					

Mathematics (60% of total school grade took exam)

	Low				High
All Students	11%	10%	13%	20%	46%
Title I	15	16	20	22	27
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34					
35–49					
50–74					
75–100					

Grade 8 — 1995–96

Reading/Language Arts (97.7% of total school grade took exam)

	Low				High
All Students	15%	18%	17%	20%	30%
Title I Schoolwide	20	23	20	18	19
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34					
35–49					
50–74					
75–100					

Mathematics (60% of total school grade took exam)

	Low				High
All Students	10%	11%	13%	18%	49%
Title I	18	16	17	18	30
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34					
35–49					
50–74					
75–100					

Montana

State Context

Expenditures per pupil $5,653
(Adjusted for cost of living, 1995)

Title I allocation $26,271,310
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	21%
1990	20%

Percent of children living in poverty

1994	18%
1989	22%

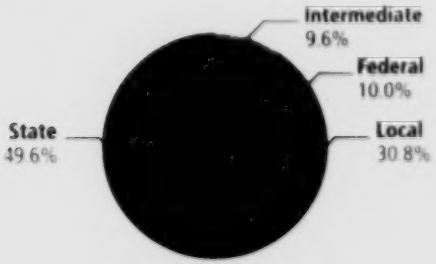
Per capita personal income $19,214
(1996)

Adult education

High school graduates	81.0%
College graduates	19.8%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	18%
Methods of teaching	29	37
Methods of assessment	34	13

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	9%	18%
Methods of teaching	28	22
Methods of assessment	29	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	75	77	76	79

School and Teacher Demographics

Number of districts 481
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
483	233	175	0	2

Public school enrollment

	1990	1996
K–8	109,791	115,548
9–12	41,474	49,022

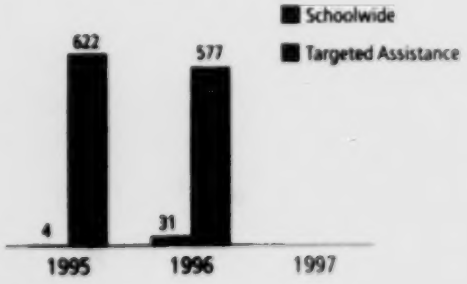
Public preschool enrollment PreK*
(*by state definition, 1996) 519

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	16:1	16:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	3.6	79.1	4.1	85.9
7–12	3.4	41.0	2.5	43.9

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	87.5%
Black	n/a	0.5
Asian/Pacific Islander	n/a	0.8
Hispanic	n/a	1.4
American Indian/Alaskan	n/a	9.8

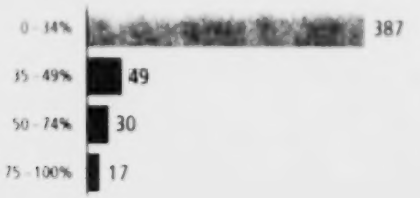
	1991	1996
Students with disabilities	9.8%	10.1%

	1990	1995
Limited English proficient	3,877	8,599

	1994	1996
Migrant	1,381	1,115

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	54% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	35%
Basic level and above	69%
Math **Grade 4, 1996**	
Proficient level and above	22%
Basic level and above	71%
Math **Grade 8, 1996**	
Proficient level and above	32%
Basic level and above	75%

Student Achievement 1995–1996

Note: Montana chose not to participate this year.

Grade	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	
Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Nebraska

State Context

Expenditures per pupil $6,273
(Adjusted for cost of living, 1995)

Title I allocation $30,947,940
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	20%
1990	20%

Percent of children living in poverty

1994	13%
1989	15%

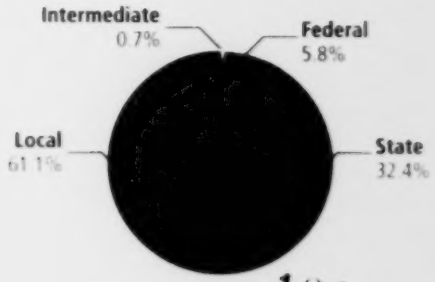
Per capita personal income $22,917
(1996)

Adult education

High school graduates	81.8%
College graduates	18.9%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
- Reading/Language Arts
- Math
- Science
- Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	11%
Methods of teaching	45	21
Methods of assessment	44	8

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	10%
Methods of teaching	32	15
Methods of assessment	30	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	83	83	79	90

School and Teacher Demographics

Number of districts 680
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
951	100	313	25	1

Public school enrollment

	1990	1996
K–8	194,227	199,169
9–12	76,693	86,722

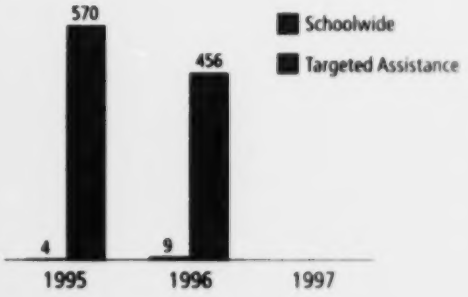
Public preschool enrollment PreK*
(*by state definition, 1996) 3,853

	Elementary	Middle	High
Student/teacher ratio (1996)	15:1	15:1	14:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	1.7	87.2	0.7	94.9
7–12	4.2	46.1	0.8	49.7

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	90.3%	87.1%
Black	5.3	5.9
Asian/Pacific Islander	1.0	1.3
Hispanic	2.3	4.4
American Indian/Alaskan	1.1	1.4

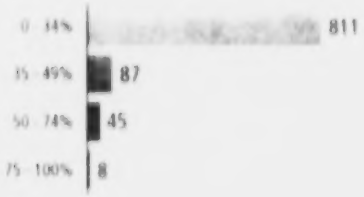
	1991	1996
Students with disabilities	10.7%	12.6%

	1990	1995
Limited English proficient	950	4,017

	1994	1996
Migrant	6,806	9,546

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	4.6%	4.5%

Postsecondary enrollment (1995)	60% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	34%
Basic level and above	66%
Math **Grade 4, 1996**	
Proficient level and above	24%
Basic level and above	70%
Math **Grade 8, 1996**	
Proficient level and above	31%
Basic level and above	76%

Student Achievement 1995–1996

Test: No statewide assessments in place. A bill has been introduced in the state legislature.

Grade	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

Grade	1995–96
[redacted]	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

[redacted]	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

State Context

Expenditures per pupil $4,965
(Adjusted for cost of living, 1995)

Title I allocation $19,502,583
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	18%
1990	17%

Percent of children living in poverty

1994	16%
1989	14%

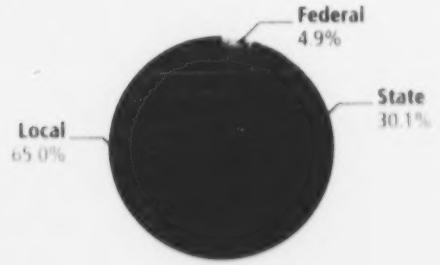
Per capita personal income $26,011
(1996)

Adult education

High school graduates	78.8%
College graduates	15.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	22%
Methods of teaching	33	41
Methods of assessment	31	11

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	11%	16%
Methods of teaching	36	20
Methods of assessment	27	10

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std
	85	74	88	86

School and Teacher Demographics

Number of districts 17
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
268	60	75	9	7

Public school enrollment

	1990	1996
K–8	137,455	193,548
9–12	49,379	69,293

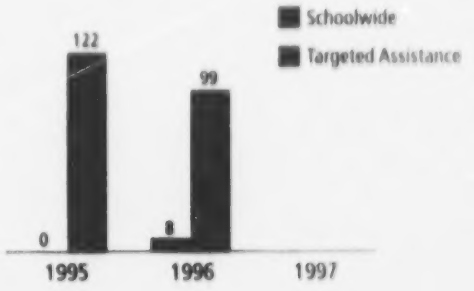
Public preschool enrollment PreK*
(*by state definition, 1996) 1,631

	Elementary	Middle	High
Student/teacher ratio (1996)	18:1	22:1	22:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	10.4	86.1	15.0	85.0
7–12	16.9	61.3	10.1	58.5

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Nevada

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	75.6%	66.8%
Black	9.2	9.5
Asian/Pacific Islander	3.3	4.5
Hispanic	9.8	17.2
American Indian/Alaskan	2.0	1.9

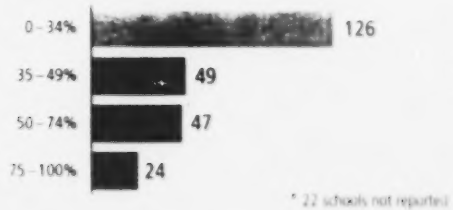
	1991	1996
Students with disabilities	7.9%	9.5%

	1990	1995
Limited English proficient	7,423	23,390

	1994	1996
Migrant	1,404	1,069

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* 22 schools not reported

	1994	1995
High school drop-out rate (event)	9.7%	10.3%

Postsecondary enrollment (1995) 38% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math, **Grade 4, 1996**	
Proficient level and above	14%
Basic level and above	57%
Math, **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement

Test: California Test of Basic Skills 4

State Definition of "Proficient": Percentile; no levels

Grade 4 **1994–95**

Reading/Language Arts

	Average Percentile
All Students	51%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	Average Percentile
All Students	58%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 **1994–95**

	Average Percentile
All Students	57%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

	Average Percentile
All Students	56%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

Expenditures per pupil (Adjusted for cost of living, 1995)	$5,312
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$16,630,240

Percent school-age in population

1995	19%
1990	17%

Percent of children living in poverty

1994	9%
1989	7%

Per capita personal income (1996)	$26,615

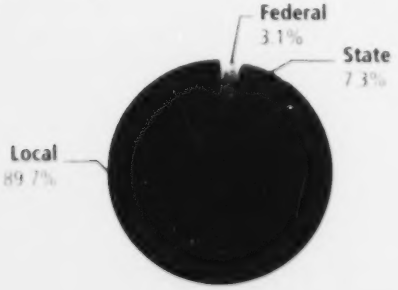
Adult education

High school graduates	82.2%
College graduates	24.4%

(25 years and older, 1990)

Sources of funding

District average
(1995)



State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	19%	27%
Methods of teaching	29	50
Methods of assessment	38	17

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	19%	25%
Methods of teaching	34	30
Methods of assessment	38	14

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	90	76	91	90

Number of districts (1996)	178

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
288	94	74	4	0

Public school enrollment

	1990	1996
K–8	124,410	139,844
9–12	47,286	52,400

Public preschool enrollment (*by state definition, 1996)	PreK* 1,357

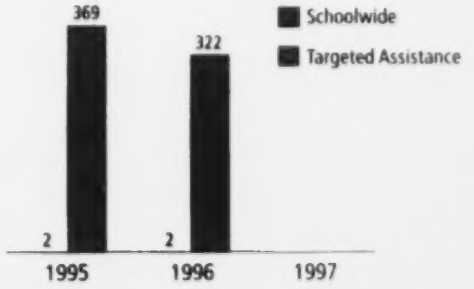
Student/teacher ratio (1996)

Elementary	Middle	High
16:1	15:1	14:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	1.5	87.8	1.2	86.2
7–12	4.4	56.2	2.3	58.6

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	97.0%	96.7%
Black	0.9	0.9
Asian/Pacific Islander	1.0	1.1
Hispanic	0.9	1.2
American Indian/Alaskan	0.2	0.2

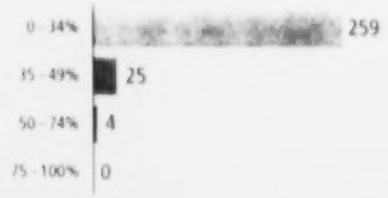
	1991	1996
Students with disabilities	9.9%	12.0%

	1990	1995
Limited English proficient	664	1,084

	1994	1996
Migrant	177	162

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995) 56% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**
- Proficient level and above: 36%
- Basic level and above: 70%

Math **Grade 4, 1996**
- Proficient level and above: n/a
- Basic level and above: n/a

Math **Grade 8, 1996**
- Proficient level and above: n/a
- Basic level and above: n/a

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Student Achievement 1995–1996

Test: New Hampshire State Assessment Tests

State Definition of "Proficient": Grade 3 Language Arts—Students demonstrate an overall understanding of the materials they read, hear, and view, identify main ideas and draw conclusions, and support with some detail. Writing communicates competently, and adequately develops and supports ideas. Grade 3 Mathematics—Students estimate, compute solutions to problems, and communicate their understanding of mathematics; add, subtract and multiply whole numbers; demonstrate understanding of place value, simple fractions and decimals; read charts and graphs; make measurements; and recognize extended patterns.

Targeted/Schoolwide: There is no distinction between Schoolwide and Targeted Assistance scores.

Grade 3 — 1995–96

Reading/Language Arts

	Novice	Basic	Proficient	Advanced
All Students	21%	45%	25%	4%
Title I		52*	8*	
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

* or above

Mathematics

	Novice	Basic	Proficient	Advanced
All Students	18%	46%	23%	10%
Title I		51*	8*	
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

* or above

Grade 6 — 1995–96

Reading

	Novice	Basic	Proficient	Advanced
All Students	42%	38%	15%	1%
Title I		30*	4*	
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

* or above

Mathematics

	Novice	Basic	Proficient	Advanced
All Students	59%	27%	11%	1%
Title I		15*	2*	
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

* or above

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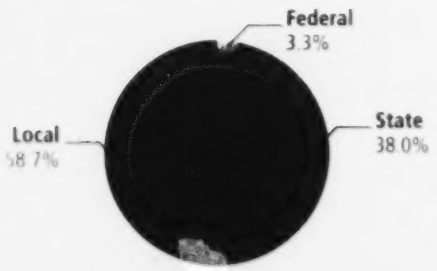
New Jersey

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$7,966
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$145,630,131
Percent school-age in population	
1995	17%
1990	16%
Percent of children living in poverty	
1994	14%
1989	13%
Per capita personal income (1996)	$31,334
Adult education	
High school graduates	76.7%
College graduates	24.9%
(25 years and older, 1990)	

Sources of funding

District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	17%	14%
Methods of teaching	49	26
Methods of assessment	42	14

Professional development of 7–12 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	10%
Methods of teaching	40	16
Methods of assessment	33	7

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	87	69	82	93

School and Teacher Demographics

Number of districts (1996) 608

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,449	390	306	7	126

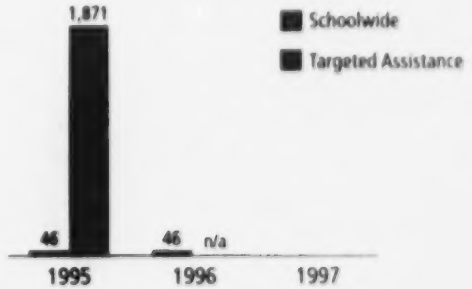
Public school enrollment	1990	1996
K–8	765,810	809,874
9–12	310,195	296,831

Public preschool enrollment (*by state definition, 1996) PreK* 9,301

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	13:1	13:1

Race/ethnicity and gender of teachers (Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	10.3	85.5	9.0	93.0
7–12	16.4	67.7	11.0	54.1

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	66.1%	62.5%
Black	18.5	18.5
Asian/Pacific Islander	4.1	5.3
Hispanic	11.1	13.5
American Indian/Alaskan	0.1	<0.05

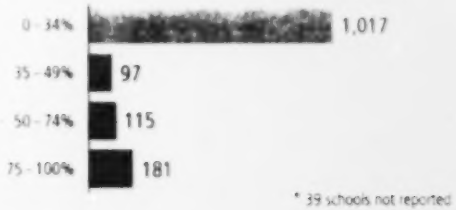
	1991	1996
Students with disabilities	14.8%	16.3%

	1990	1995
Limited English proficient	43,176	52,081

	1994	1996
Migrant	1,799	2,251

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* 39 schools not reported

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	64% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**	
Proficient level and above	33%
Basic level and above	65%
Math, **Grade 4, 1996**	
Proficient level and above	25%
Basic level and above	68%
Math, **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: New Jersey Early Warning Test

State Definition of "Proficient": Indicates clear competence of targeted skills. Grade 4 testing began in 1997.

Grade 4 — 1995–96

Reading/Language Arts

	Not Proficient	Partially Proficient	Proficient
All Students			
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Mathematics

	Not Proficient	Partially Proficient	Proficient
All Students			
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Grade 8 — **1995–96**

Reading/Language Arts

	Not Proficient	Partially Proficient	Proficient
All Students	**8.1%**	**36.7%**	**55.2%**
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Mathematics

	Not Proficient	Partially Proficient	Proficient
All Students	**17.7%**	**42.3%**	**40.1%**
Title I Schoolwide			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

New Mexico

State Context

Expenditures per pupil $4,749
(Adjusted for cost of living, '1...)

Title I allocation $61,208,023
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	21%
1990	21%

Percent of children living in poverty

1994	29%
1989	29%

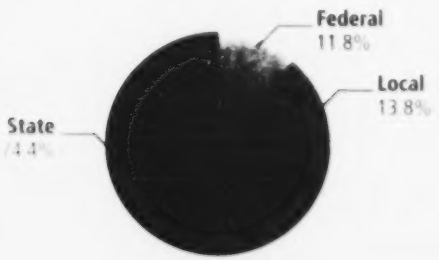
Per capita personal income $18,803
(1996)

Adult education

High school graduates	75.1%
College graduates	20.4%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress

✓ Accepted by USED

State content standards in place (1997)

- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)

- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	11%
Methods of teaching	44	20
Methods of assessment	37	10

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	11%	10%
Methods of teaching	31	15
Methods of assessment	35	7

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	76	69	71	60

School and Teacher Demographics

Number of districts 89

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
427	150	128	3	12

Public school enrollment

	1990	1996
K–8	203,157	225,779
9–12	92,900	91,371

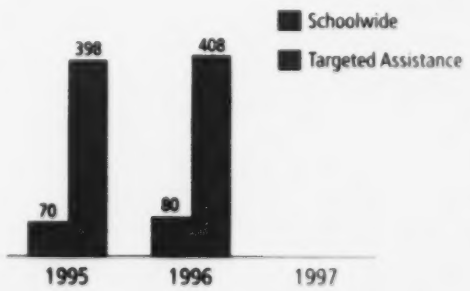
Public preschool enrollment PreK*
(*by state definition, 1996) 2,452

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	16:1	19:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	31.9	86.1	26.6	91.7
7–12	22.6	53.1	23.9	54.7

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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New Mexico

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	42.5%	39.5%
Black	2.2	2.4
Asian/Pacific Islander	0.9	1.0
Hispanic	44.7	46.7
American Indian/Alaskan	9.8	10.4

	1991	1996
Students with disabilities	11.0%	13.6%

	1990	1995
Limited English proficient	58,752	84,457

	1994	1996
Migrant	3,842	3,076

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	8.0%	8.8%

Postsecondary enrollment (1995)	54% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**	
Proficient level and above	21%
Basic level and above	49%
Math, **Grade 4, 1996**	
Proficient level and above	13%
Basic level and above	51%
Math, **Grade 8, 1996**	
Proficient level and above	14%
Basic level and above	51%

Student Achievement 1995–1996

Test: Iowa Test of Basic Skills

State Definition of "Proficient": 40–69 median percentile rank

Grade 3 — 1995–96

Reading/Language Arts

	State Average Based on National Percentile
All Students	45%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	State Average Based on National Percentile
All Students	49%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

	State Average Based on National Percentile
All Students	43%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

	State Average Based on National Percentile
All Students	44%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

New York

State Context

Expenditures per pupil $7,410
(Adjusted for cost of living, 1995)

Title I allocation $629,861,238
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	18%
1990	17%

Percent of children living in poverty

1994	25%
1989	22%

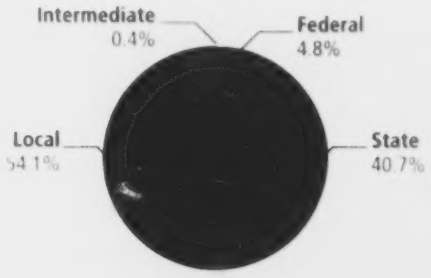
Per capita personal income $29,181
(1996)

Adult education

High school graduates	76.7%
College graduates	23.1%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	14%
Methods of teaching	36	29
Methods of assessment	38	10

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	14%
Methods of teaching	30	19
Methods of assessment	26	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	89	84	85	87

School and Teacher Demographics

Number of districts 719
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
2,441	683	735	126	163

Public school enrollment

	1990	1996
K–8	1,790,143	1,869,182
9–12	775,698	760,751

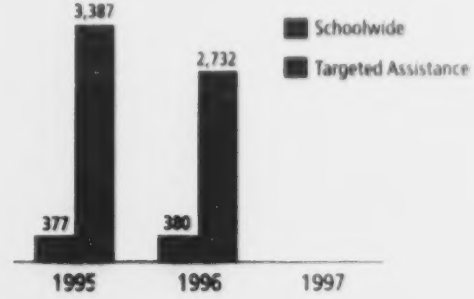
Public preschool enrollment PreK*
(*by state definition, 1996) 32,071

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	16:1	17:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	10.6	82.8	17.5	85.7
7–12	12.0	46.9	11.6	51.2

Number of schools with Title I programs
Schoolwide vs. targeted assistance



Student Demographics

Race/ethnicity (K–12)	1990	1996
White	62.1%	56.9%
Black	20.5	20.3
Asian/Pacific Islander	3.9	5.0
Hispanic	13.2	17.4
American Indian/Alaskan	0.3	0.4

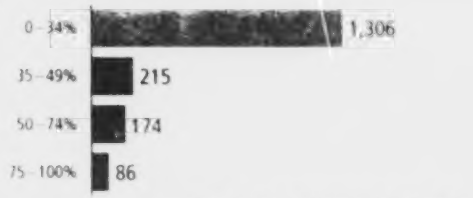
	1991	1996
Students with disabilities	10.6%	13.2%

	1990	1995
Limited English proficient	158,007	236,356

	1994	1996
Migrant	9,065	10,134

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Interpret with caution: 660 schools did not report

	1994	1995
High school drop-out rate (event)	n/a	4.3%

Postsecondary enrollment (1995)	70% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	27%
Basic level and above	57%
Math: **Grade 4, 1996**	
Proficient level and above	20%
Basic level and above	64%
Math: **Grade 8, 1996**	
Proficient level and above	22%
Basic level and above	61%

Student Achievement 1995–1996

Test: New York State Pupil Evaluation Program Test

State Definition of "Proficient": Score at or above the state's minimum standard, or the "state reference point," but below mastery level

New state assessment for grades 4 and 8 will be in place Spring 1999.

Grade 3 — 1995–96

Reading/Language Arts

	Partially Proficient	Proficient	Advanced
All Students	21.1%	50.5%	28.4%
Title I			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34	7.7	50.9	41.4
35–49	13.4	55.7	30.9
50–74	25.3	53.4	21.3
75–100	45.5	45.7	8.9

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	4.7%	54.9%	40.4%
Title I			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34	0.5	44.3	55.2
35–49	1.5	56.2	42.3
50–74	4.7	60.5	34.9
75–100	13.1	69.0	17.9

Grade 6 — 1995–96

Reading/Language Arts

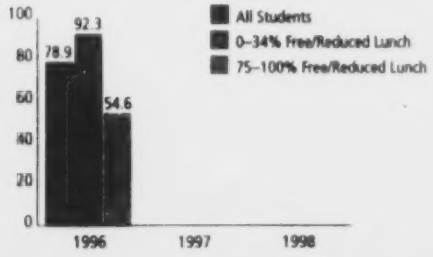
	Partially Proficient	Proficient	Advanced
All Students	17.8%	35.9%	46.3%
Title I			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34	6.7	32.5	60.8
35–49	13.9	37.9	48.3
50–74	26.0	39.6	34.4
75–100	40.7	39.7	19.7

Mathematics

	Partially Proficient	Proficient	Advanced
All Students	6.7%	72.2%	21.1%
Title I			
Title I Targeted			
Percent Free/ Reduced Lunch			
00–34	1.4	68.8	29.8
35–49	4.4	75.6	20.0
50–74	10.5	76.0	13.5
75–100	17.7	75.1	7.2

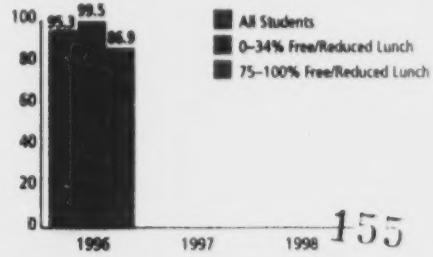
Student achievement trend

Reading 4th grade meets or exceeds Proficient



Student achievement trend

Math 4th grade meets or exceeds Proficient

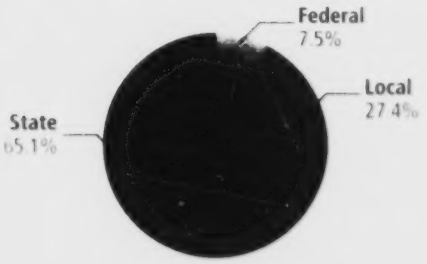


North Carolina

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$5,126
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$135,694,789
Percent school-age in population	
1995	18%
1990	17%
Percent of children living in poverty	
1994	21%
1989	18%
Per capita personal income (1996)	$22,205
Adult education	
High school graduates	70.0%
College graduates (25 years and older, 1990)	17.4%

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools (1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- ✓ Reading/Language Arts
- ✓ Math

Professional development of K–6 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	19%
Methods of teaching	39	38
Methods of assessment	47	17

Professional development of 7–12 teachers (in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	17%
Methods of teaching	34	28
Methods of assessment	41	12

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	87	79	73	88

School and Teacher Demographics

Number of districts (1996) 119

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,186	411	325	38	15

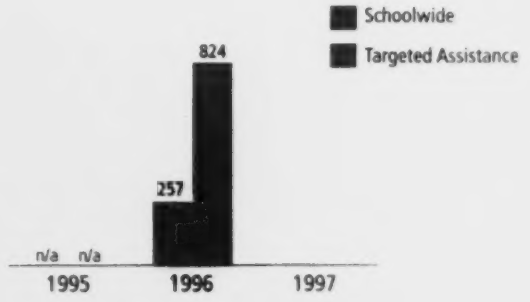
Public school enrollment	1990	1996
K–8	769,825	839,219
9–12	310,919	311,770

Public preschool enrollment (*by state definition, 1996)	PreK*
	8,703

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	15:1	16:1

Race/ethnicity and gender of teachers (Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	18.5	94.1	18.5	94.9
7–12	20.8	69.5	14.4	60.3

Number of schools with Title I programs
Schoolwide vs. targeted assistance



North Carolina

Race/ethnicity (K–12)		
White	66.5%	64.6%
Black	30.4	30.7
Asian/Pacific Islander	0.8	1.3
Hispanic	0.7	1.9
American Indian/Alaskan	1.6	1.5

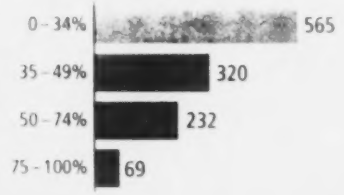
	1991	1996
Students with disabilities	10.2%	11.3%

	1990	1995
Limited English proficient	4,586	14,901

	1994	1996
Migrant	10,103	10,582

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	51% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	30%
Basic level and above	59%
Math **Grade 4, 1996**	
Proficient level and above	21%
Basic level and above	64%
Math **Grade 8, 1996**	
Proficient level and above	20%
Basic level and above	56%

State Definition of "Proficient": ("North Carolina Level III"): Students performing at this level consistently demonstrate mastery of grade-level subject matter and skills and are well prepared for the next grade level.

Targeted Assistance: Whole school scores with Targeted Assistance programs

Grade 4 — **1995–96**

Reading/Language Arts

	NC Level I	NC Level II	NC Level III	NC Level IV
All Students	9.0%	21.6%	44.8%	24.6%
Title I Schoolwide	14.0	30.4	43.2	12.4
Title I Targeted	18.8	46.0	32.6	2.6
Percent Free/ Reduced Lunch				
00–34	6.2	16.5	44.3	33.0
35–49	8.6	20.3	46.0	25.1
50–74	11.1	25.3	45.4	18.3
75–100	15.1	33.0	42.2	9.8

Mathematics

	NC Level I	NC Level II	NC Level III	NC Level IV
All Students	7.2%	21.3%	43.6%	27.9%
Title I Schoolwide	12.0	30.4	42.9	14.6
Title I Targeted	15.4	41.8	38.5	4.4
Percent Free/ Reduced Lunch				
00–34	4.3	15.5	43.0	37.2
35–49	6.9	20.2	44.5	28.5
50–74	9.1	25.9	44.3	20.7
75–100	13.2	32.7	42.0	12.1

Grade 8 — **1995–96**

Reading/Language Arts

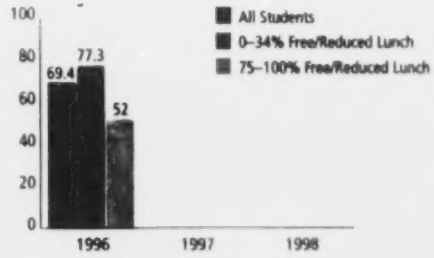
	NC Level I	NC Level II	NC Level III	NC Level IV
All Students	5.5%	21.8%	45.8%	26.8%
Title I Schoolwide	8.6	32.7	45.6	13.1
Title I Targeted	8.8	45.0	41.8	4.5
Percent Free/ Reduced Lunch				
00–34	4.3	17.9	45.2	32.6
35–49	5.5	22.9	46.4	25.2
50–74	7.1	27.1	47.6	18.1
75–100	11.1	35.7	42.7	10.5

Mathematics

	NC Level I	NC Level II	NC Level III	NC Level IV
All Students	8.8%	23.5%	38.7%	29.1%
Title I Schoolwide	15.4	36.6	35.6	12.4
Title I Targeted	18.6	45.7	30.8	4.9
Percent Free/ Reduced Lunch				
00–34	6.0	18.6	39.0	36.4
35–49	9.1	24.5	39.3	27.1
50–74	13.3	31.3	37.6	17.8
75–100	16.6	37.6	35.9	9.9

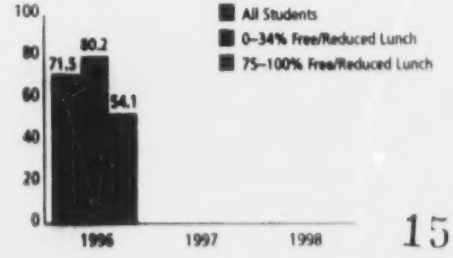
Student achievement trend

Reading 4th grade meets or exceeds NC Level III



Student achievement trend

Math 4th grade meets or exceeds NC Level III



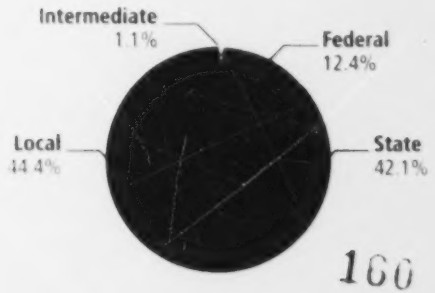
North Dakota

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$5,234
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$17,786,424
Percent school-age in population	
1995	20%
1990	20%
Percent of children living in poverty	
1994	14%
1989	16%
Per capita personal income (1996)	$20,448
Adult education	
High school graduates	76.7%
College graduates	18.1%
(25 years and older, 1990)	

Sources of funding

District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	15%
Methods of teaching	32	31
Methods of assessment	32	9

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	14%
Methods of teaching	27	21
Methods of assessment	26	5

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	80	87	85	77

School and Teacher Demographics

Number of districts (1996) 243

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
332	39	195	4	3

Public school enrollment	1990	1996
K–8	84,920	83,100
9–12	32,896	37,026

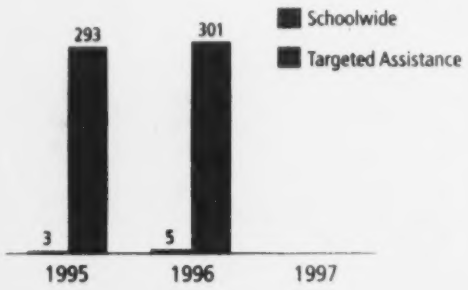
Public preschool enrollment (*by state definition, 1996) PreK* 552

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	17:1	15:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	3.4	89.6	2.7	86.1
7–12	0.1	37.5	1.8	47.4

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	92.0%	89.6%
Black	0.6	0.8
Asian/Pacific Islander	0.7	0.8
Hispanic	0.6	1.1
American Indian/Alaskan	6.1	7.7

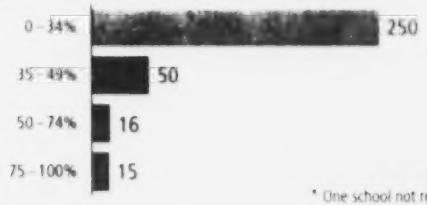
	1991	1996
Students with disabilities	9.4%	9.3%

	1990	1995
Limited English proficient	7,187	8,531

	1994	1996
Migrant	1,413	1,676

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* One school not reported

	1994	1995
High school drop-out rate (event)	2.7%	2.5%

Postsecondary enrollment (1995)	68% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	**38%**
Basic level and above	**73%**
Math: **Grade 4, 1996**	
Proficient level and above	**24%**
Basic level and above	**75%**
Math: **Grade 8, 1996**	
Proficient level and above	**33%**
Basic level and above	**77%**

Student Achievement 1995–1996

Test: Comprehensive Test of Basic Skills

State Definition of "Proficient": National percentile; no levels

Statewide assessments are offered to non-public schools, which accounts for participation being greater than 100%.

Grade 3 — 1995–96

[redacted]

	National Percentile
All Students	67%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	National Percentile
All Students	67%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 6 — 1995–96

[redacted]

	National Percentile
All Students	**61%**
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	**66%**
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

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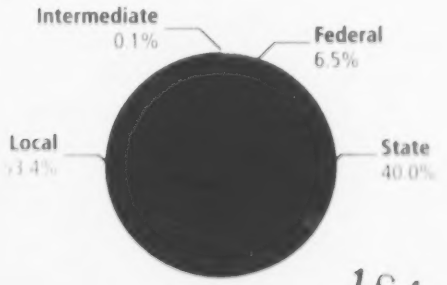
Ohio

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$5,595
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$307,519,485
Percent school-age in population	
1995	19%
1990	19%
Percent of children living in poverty	
1994	19%
1989	18%
Per capita personal income (1996)	$23,457
Adult education	
High school graduates	75.7%
College graduates (25 years and older, 1990)	17.0%

Sources of funding

District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools (1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	15%
Methods of teaching	39	29
Methods of assessment	36	10

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	11%
Methods of teaching	37	16
Methods of assessment	33	8

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	74	64	75	79

School and Teacher Demographics

Number of districts (1996) 661

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
2,190	680	691	124	19

Public school enrollment	1990	1996
K–8	1,238,917	1,273,482
9–12	525,493	539,065

Public preschool enrollment (*by state definition, 1996) PreK* 18,836

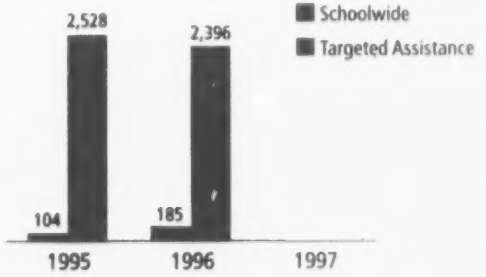
	Elementary	Middle	High
Student/teacher ratio (1996)	20:1	17:1	18:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	10.1	85.5	7.4	86.8
7–12	7.7	52.6	5.3	49.9

Number of schools with Title I programs

Schoolwide vs. targeted assistance



Ohio

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	83.6%	82.2%
Black	14.2	15.3
Asian/Pacific Islander	0.9	1.0
Hispanic	1.2	1.4
American Indian/Alaskan	0.1	0.1

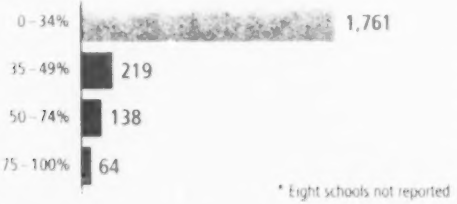
	1991	1996
Students with disabilities	10.8%	11.6%

	1990	1995
Limited English proficient	8,526	12,243

	1994	1996
Migrant	4,993	5,076

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Eight schools not reported

	1994	1995
High school drop-out rate (event)	n/a	5.3%

Postsecondary enrollment (1995)	51% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 4, 1996**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: Ohio 4th and 6th Grade Proficiency Tests

State Definition of "Proficient": Mathematics: Answering 33 of 54 questions correctly. Reading: Answering 28 of 42 questions correctly

Targeted Assistance: Whole school scores with Targeted Assistance programs

Grade 4 — 1995–96

Reading/Language Arts (96% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	54%	41%	4%
Title I Schoolwide	81	19	1
Title I Targeted	56	40	4
Percent Free/ Reduced Lunch			
00–34	45	49	6
35–49	58	38	3
50–74	69	29	2
75–100	81	18	1

Mathematics (98% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	55%	37%	8%
Title I Schoolwide	83	16	1
Title I Targeted	56	37	7
Percent Free/ Reduced Lunch			
00–34	45	45	10
35–49	59	35	6
50–74	71	26	3
75–100	83	16	1

Grade 6 — 1995–96

Reading/Language Arts (96% of total school grade took exam)

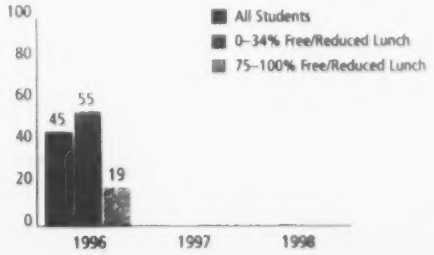
	Partially Proficient	Proficient	Advanced
All Students	49%	37%	14%
Title I Schoolwide	79	18	3
Title I Targeted	54	35	11
Percent Free/ Reduced Lunch			
00–34	40	43	17
35–49	56	35	9
50–74	67	27	6
75–100	81	17	2

Mathematics (98% of total school grade took exam)

	Partially Proficient	Proficient	Advanced
All Students	55%	39%	5%
Title I Schoolwide	87	12	0
Title I Targeted	60	36	4
Percent Free/ Reduced Lunch			
00–34	46	47	7
35–49	63	34	3
50–74	75	24	2
75–100	88	12	0

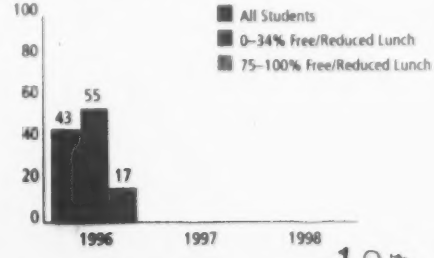
Student achievement trend

Reading 4th grade meets or exceeds Proficient



Student achievement trend

Math 4th grade meets or exceeds Proficient

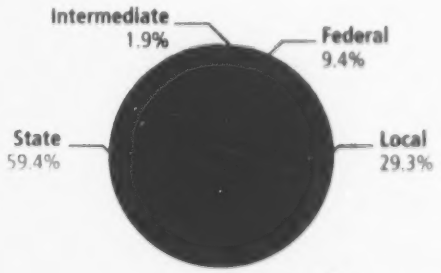


Oklahoma

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$5,027
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$85,511,680
Percent school-age in population	
1995	20%
1990	19%
Percent of children living in poverty	
1994	24%
1989	21%
Per capita personal income (1996)	$19,544
Adult education	
High school graduates	74.6%
College graduates	17.8%
(25 years and older, 1990)	

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- ✓ Reading/Language Arts
- ✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	17%	13%
Methods of teaching	49	23
Methods of assessment	51	6

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	12%
Methods of teaching	42	16
Methods of assessment	43	8

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	78	74	62	71

School and Teacher Demographics

Number of districts (1996)	551

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
994	343	463	0	21

Public school enrollment

	1990	1996
K–8	420,940	438,595
9–12	157,640	170,082

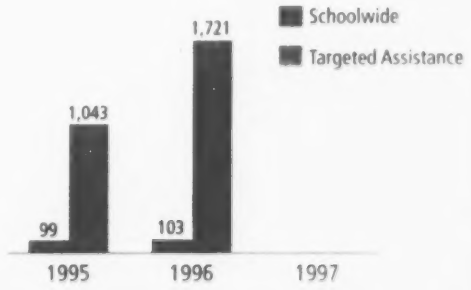
Public preschool enrollment (*by state definition, 1996)	PreK* 1,422

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	17:1	15:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	8.3	88.0	10.3	91.2
7–12	5.1	61.2	12.4	53.7

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Oklahoma

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	75.0%	69.5%
Black	9.9	10.4
Asian/Pacific Islander	1.1	1.3
Hispanic	2.6	3.9
American Indian/Alaskan	11.4	15.0

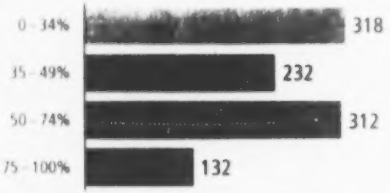
	1991	1996
Students with disabilities	10.3%	10.9%

	1990	1995
Limited English proficient	10,606	31,562

	1994	1996
Migrant	3,699	4,713

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995): 49% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 4, 1996**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: Oklahoma Criterion Referenced Test

State Definition of "Proficient": ("Satisfactory"): Deemed to be competent in that subject area for grade level assessed

Targeted Assistance: Scores for Targeted Assistance students only

Grade 5 — 1995–96

Reading/Language Arts

	Percent Satisfactory
All Students	76%
Title I Schoolwide	64
Title I Targeted	44
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	Percent Satisfactory
All Students	77%
Title I Schoolwide	65
Title I Targeted	44
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

	Percent Satisfactory
All Students	70%
Title I Schoolwide	58
Title I Targeted	36
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

	Percent Satisfactory
All Students	74%
Title I Schoolwide	58
Title I Targeted	37
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Oregon

State Context

Expenditures per pupil $5,847
(Adjusted for cost of living, 1995)

Title I allocation $79,142,433
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	18%

Percent of children living in poverty

1994	16%
1989	15%

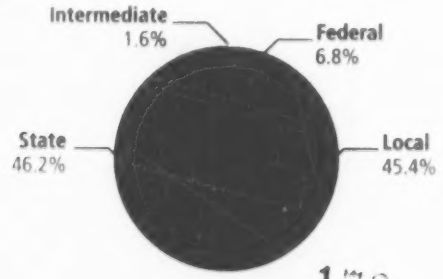
Per capita personal income $23,074
(1996)

Adult education

High school graduates	81.5%
College graduates	20.6%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	13%	17%
Methods of teaching	39	35
Methods of assessment	46	13

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	17%
Methods of teaching	30	21
Methods of assessment	32	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	61	61	93	79

School and Teacher Demographics

Number of districts 248
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
751	205	206	46	8

Public school enrollment

	1990	1996
K–8	340,264	370,785
9–12	132,130	151,485

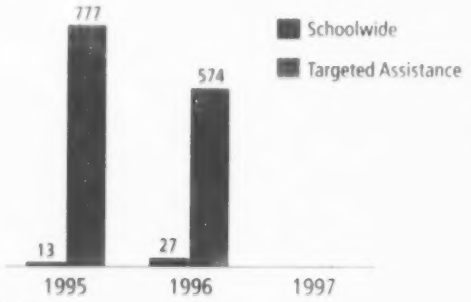
Public preschool enrollment PreK*
(*by state definition, 1996) 808

	Elementary	Middle	High
Student/teacher ratio (1996)	21:1	20:1	20:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	5.2	73.9	3.5	81.4
7–12	4.5	47.8	4.9	41.9

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	89.2%	85.2%
Black	2.4	2.6
Asian/Pacific Islander	2.8	3.4
Hispanic	4.0	6.8
American Indian/Alaskan	1.7	2.0

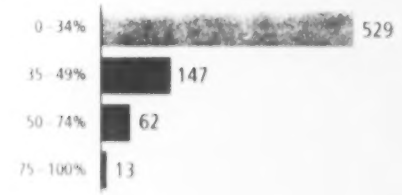
	1991	1996
Students with disabilities	10.3%	11.3%

	1990	1995
Limited English proficient	7,557	25,701

	1994	1996
Migrant	23,958	22,079

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	7.3%	7.2%

Postsecondary enrollment (1995)	57% of '94 graduates

NAEP State Results

Reading **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math **Grade 4, 1996**	
Proficient level and above	21%
Basic level and above	65%
Math **Grade 8, 1996**	
Proficient level and above	26%
Basic level and above	67%

Student Achievement 1995–1996

Test: Oregon Statewide Assessment

State Definition of "Proficient": Score at or above the state's standard

Targeted Assistance: Scores for Targeted Assistance students only

Grade 3 — **1995–96**

Reading/Language Arts

	Doesn't Meet Standards	Meets Standards	Exceeds Standards
All Students	31%	44%	25%
Title I Schoolwide	45	42	13
Title I Targeted	66	30	4
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Mathematics

	Doesn't Meet Standards	Meets Standards	Exceeds Standards
All Students	48%	40%	12%
Title I Schoolwide	61	32	6
Title I Targeted	79	20	1
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

Grade 8 — **1995–96**

Reading/Language Arts

	Doesn't Meet Standards	Meets Standards	Exceeds Standards
All Students	48%	27%	25%
Title I Schoolwide*			
Title I Targeted	87	10	3
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

* No schoolwide 8th graders

Mathematics

	Doesn't Meet Standards	Meets Standards	Exceeds Standards
All Students	52%	26%	22%
Title I Schoolwide*			
Title I Targeted	88	9	3
Percent Free/ Reduced Lunch			
00–34			
35–49			
50–74			
75–100			

* No schoolwide 8th graders

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Pennsylvania

State Context

Expenditures per pupil $6,404
(Adjusted for cost of living, 1995)

Title I allocation $316,548,279
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population
- 1995 18%
- 1990 17%

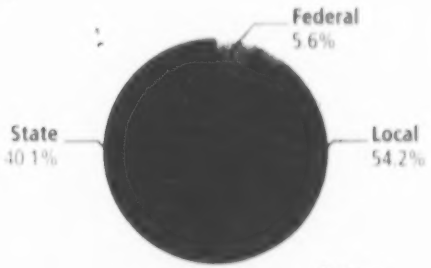
Percent of children living in poverty
- 1994 17%
- 1989 16%

Per capita personal income $24,803
(1996)

Adult education
- High school graduates 74.7%
- College graduates 17.9%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- Reading/Language Arts
- Math
- Science
- Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	16%	12%
Methods of teaching	44	24
Methods of assessment	46	11

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	12%
Methods of teaching	29	18
Methods of assessment	34	11

Secondary teachers with major in main assignment (Percent, 1994)	Eng	Math	Sci.	Soc. Std
	74	98	85	74

School and Teacher Demographics

Number of districts 501
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,946	526	595	21	25

Public school enrollment	1990	1996
K–8	1,147,986	1,237,740
9–12	507,293	518,048

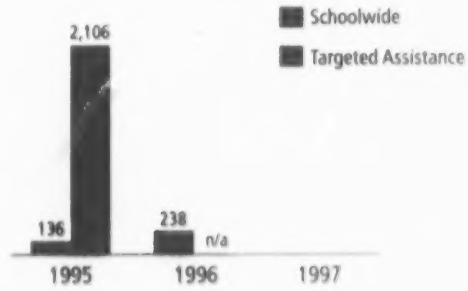
Public preschool enrollment PreK*
(*by state definition, 1996) 3,502

	Elementary	Middle	High
Student/teacher ratio (1996)	19:1	17:1	17:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	9.4	79.9	8.7	82.1
7–12	7.6	47.5	4.4	50.0

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	82.7%	80.6%
Black	13.1	14.0
Asian/Pacific Islander	1.5	1.8
Hispanic	2.6	3.5
American Indian/Alaskan	0.1	<0.05

	1991	1996
Students with disabilities	11.6%	10.8%

	1990	1995
Limited English proficient	n/a	19,889

	1994	1996
Migrant	8,424	9,891

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	3.7%	4.1%

Postsecondary enrollment (1995): 57% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	30%
Basic level and above	61%
Math: **Grade 4, 1996**	
Proficient level and above	20%
Basic level and above	68%
Math: **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: Pennsylvania Reading/Mathematics Assessment

State Definition of "Proficient": Reading Level 3—Demonstrates confident, coherent, and adequate understanding and interpretation of the text through some elaboration and extension. No major errors in text-based facts, and a level of comprehension that reflects extensions. Math Satisfactory Understanding, Category 4—Answers with correct procedures, correct calculations and a written explanation which supports the work shown and demonstrates a satisfactory level of understanding. Based on constructed response items only

Pennsylvania is creating a new assessment system and expects to have instrument in place by 1999.

Grade 5 — 1995–96

[redacted]

	0	1	2	3	4
All Students	4%	27%	53%	15%	1%
Title I Schoolwide					
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34	2	23	56	18	2
35–49	3	29	54	13	1
50–74	5	35	49	10	1
75–100	13	45	36	6	0

Mathematics

	I*	II	III	IV	V
All Students	47%	19%	10%	12%	11%
Title I Schoolwide					
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34	41	20	11	14	14
35–49	50	19	9	12	10
50–74	58	17	8	9	7
75–100	74	12	6	5	3

* Minimal, blank, or incorrect

Grade 8 — 1995–96

[redacted]

	0	1	2	3	4
All Students	2%	25%	48%	22%	3%
Title I Schoolwide					
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34	1	25	48	23	3
35–49	2	29	48	18	2
50–74	4	34	46	15	1
75–100	8	46	36	8	0

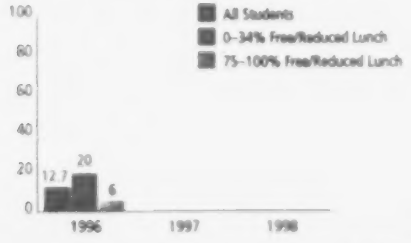
[redacted]

	I*	II	III	IV	V
All Students	42%	21%	23%	13%	0%
Title I Schoolwide					
Title I Targeted					
Percent Free/ Reduced Lunch					
00–34	41	21	24	13	0
35–49	49	20	21	10	0
50–74	55	19	18	7	0
75–100	67	16	11	4	0

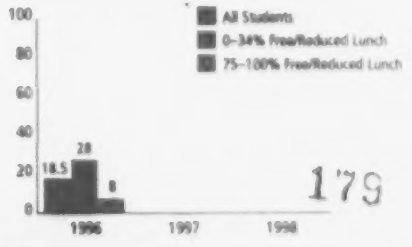
* Minimal, blank, or incorrect

Key to levels:
I = Incorrect Response/Minimal Understanding; II = Partial Understanding; III = Almost Satisfactory Understanding; IV = Satisfactory Understanding; V = Advanced Understanding

Student achievement trend
Reading 4th grade meets or exceeds Proficient



Student achievement trend
Math 4th grade meets or exceeds Proficient



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Puerto Rico

State Context

Expenditures per pupil $2,924
(Adjusted for cost of living, 1995)

Title I allocation $261,636,222
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	22%
1990	23%

Percent of children living in poverty

1994	80%
1989	85%

Per capita personal income $7,882
(1996)

Adult education

High school graduates	n/a
College graduates	n/a

(25 years and older, 1990)

Sources of funding
District average
(1995)

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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field		
Methods of teaching		
Methods of assessment		

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field		
Methods of teaching		
Methods of assessment		

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std
	n/a	n/a	n/a	n/a

School and Teacher Demographics

Number of districts 1
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
929	221	168	181	48

Public school enrollment

	1990	1996
K–8	486,247	447,333
9–12	164,978	161,331

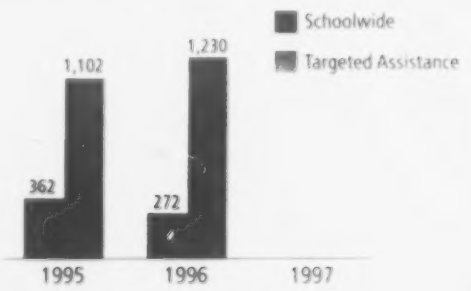
Public preschool enrollment PreK*
(*by state definition, 1996) 255

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	16:1	20:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1991 Minority	1991 Female
K–6	n/a	n/a	n/a	n/a
7–12	n/a	n/a	n/a	n/a

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	*
Black	n/a	*
Asian/Pacific Islander	n/a	*
Hispanic	n/a	100%
American Indian/Alaskan	n/a	*

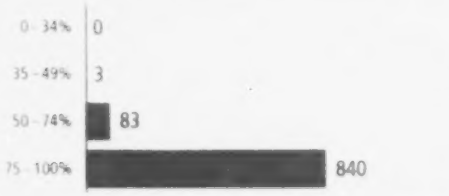
	1991	1996
Students with disabilities	n/a	6.4%

	1990	1995
Limited English proficient	202,989	143,769

	1994	1996
Migrant	16,288	16,862

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Three schools not reported

	1994	1995
High school drop-out rate (event)	n/a	2.2%

Postsecondary enrollment (1995)	n/a

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 4, 1996**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: The "Prueba Puertorrigueña de Competencias Escolares" was administered. It is a criterion-referenced test developed to measure specific competencies based on PRDE established content. It is a transitional assessment tool. The final assessment will be aligned and field tested before the beginning of the 1999–2000 school year.

State Definition of "Proficient": Met or exceeded state criteria for academic progress

Grade 3 — 1995–96

Reading/Language Arts

	Proficient or Above
All Students	14.6%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics (98% of total school grade took exam)

	Proficient or Above
All Students	67.7%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 6 — 1995–96

Reading/Language Arts

	Proficient or Above
All Students	14.2%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	Proficient or Above
All Students	25.8%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Rhode Island

State Context

Expenditures per pupil $6,257
(Adjusted for cost of living, 1995)

Title I allocation $22,024,644
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	17%
1990	16%

Percent of children living in poverty

1994	18%
1989	12%

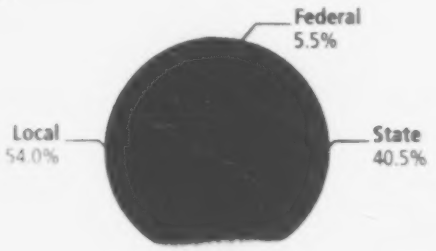
Per capita personal income $24,572
(1996)

Adult education

High school graduates	72.0%
College graduates	21.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	11%	12%
Methods of teaching	37	29
Methods of assessment	43	13

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	13%	8%
Methods of teaching	33	13
Methods of assessment	31	3

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	94	81	94	93

School and Teacher Demographics

Number of districts 36
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
210	53	42	2	2

Public school enrollment

	1990	1996
K–8	98,412	106,379
9–12	37,317	39,828

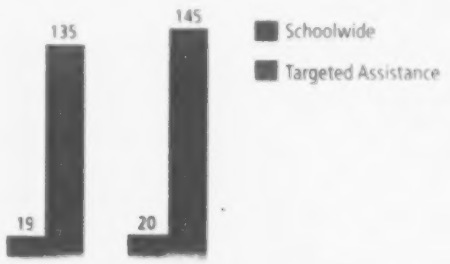
Public preschool enrollment PreK*
(*by state definition, 1996) 531

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	13:1	13:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1991 Minority	1991 Female
K–6	2.9	89.1	3.0	89.9
7–12	6.9	47.9	2.2	61.2

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	84.1%	78.9%
Black	6.4	7.0
Asian/Pacific Islander	3.2	3.3
Hispanic	5.9	10.3
American Indian/Alaskan	0.4	0.5

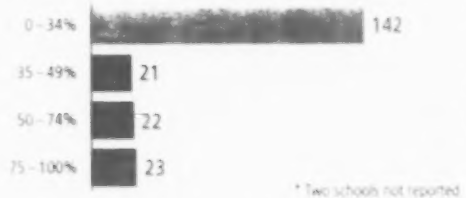
	1991	1996
Students with disabilities	13.3%	15.6%

	1990	1995
Limited English proficient	7,592	9,093

	1994	1996
Migrant	247	185

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Two schools not reported

	1994	1995
High school drop-out rate (event)	4.9%	4.7%

Postsecondary enrollment (1995) 65% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**
- Proficient level and above 32%
- Basic level and above 65%

Math: **Grade 4, 1996**
- Proficient level and above 17%
- Basic level and above 61%

Math: **Grade 8, 1996**
- Proficient level and above 20%
- Basic level and above 60%

Student Achievement 1995–1996

Test: Rhode Island Math Performance Assessment

State Definition of "Proficient": Student demonstrates ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

Mathematics tests at Grades 4, 8, and 10 in 1996–1997; English/Language Arts tests during 1997–1998

Grade 4 **1995–96**

Reading/Language Arts

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students				
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics (98% of total school grade took exam)

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students	53.6%	29.3%	15.7%	1.4%
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Grade **1995–96**

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students				
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics

	Considerably Below Proficient	Below Proficient	Proficient	Exemplary
All Students				
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

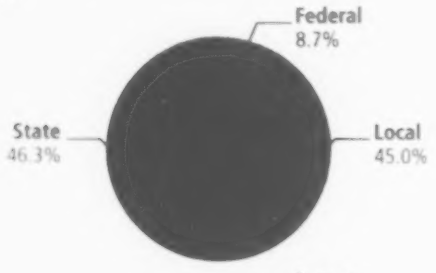
South Carolina

State Context

Expenditures per pupil (Adjusted for cost of living, 1995)	$4,972
Title I allocation (Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)	$93,749,735
Percent school-age in population	
1995	19%
1990	19%
Percent of children living in poverty	
1994	26%
1989	23%
Per capita personal income (1996)	$19,977
Adult education	
High school graduates	68.3%
College graduates (25 years and older, 1990)	16.6%

Sources of funding

District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

- ✓ Accepted by USED

State content standards in place (1997)

- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)

- ✓ Reading/Language Arts
- ✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	18%	11%
Methods of teaching	38	30
Methods of assessment	40	9

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	10%	11%
Methods of teaching	36	17
Methods of assessment	36	8

Secondary teachers with major in main assignment (Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	78	72	74	72

School and Teacher Demographics

Number of districts (1996) 95

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
586	244	198	11	13

Public school enrollment	1990	1996
K–8	443,712	455,389
9–12	172,465	182,304

Public preschool enrollment (*by state definition, 1996)	Pre-K*
	n/a

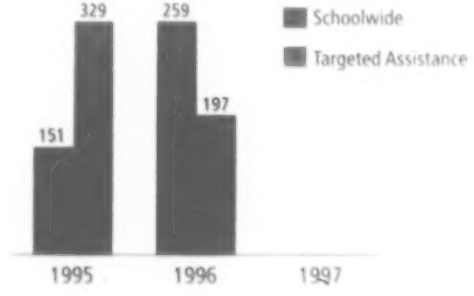
	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	16:1	17:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1993 Minority	1993 Female
K–6	21.1	93.3	20.5	95.0
7–12	16.8	74.3	16.9	68.6

Number of schools with Title I programs

Schoolwide vs. targeted assistance



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South Carolina

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	57.9%	56.7%
Black	41.1	41.7
Asian/Pacific Islander	0.6	0.7
Hispanic	0.3	0.6
American Indian/Alaskan	0.1	0.2

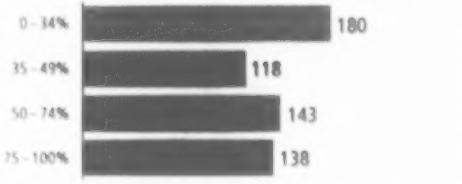
	1991	1996
Students with disabilities	11.1%	12.0%

	1990	1995
Limited English proficient	n/a	1,891

	1994	1996
Migrant	2,227	1,618

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Seven schools not reported

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995) [illegible]

NAEP State Results

Reading Grade 4, 1994
- Proficient level and above 20%
- Basic level and above 48%

Math Grade 4, 1996
- Proficient level and above 12%
- Basic level and above 48%

Math Grade 8, 1996
- Proficient level and above 14%
- Basic level and above 48%

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Student Achievement 1995–1996

Test: Metropolitan Achievement Tests, 7th Edition

State Definition of "Proficient": Student results are placed in quartiles. There is no definition of proficient.

MAT 7 selection was based partially on match with standards adopted by the State Board of Education. South Carolina is in the process of developing new standards for adoption.

A new testing program which complies with federal requirements is expected to be in place for the spring of 1999.

Grade 4 — 1995–96

Reading [illegible]

	Lower Quarter	Lower Middle	Upper Middle	Upper Quarter
All Students	33%	27%	19%	21%
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Reading/Language Arts [illegible]

	Lower Quarter	Lower Middle	Upper Middle	Upper Quarter
All Students	25%	23%	19%	33%
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Grade 7 — 1995–96

Reading (91.4% of total school grade took exam)

	Lower Quarter	Lower Middle	Upper Middle	Upper Quarter
All Students	29%	26%	21%	24%
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics [illegible]

	Lower Quarter	Lower Middle	Upper Middle	Upper Quarter
All Students	31%	24%	21%	23%
Title I				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

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South Dakota

State Context

Expenditures per pupil $4,999
(Adjusted for cost of living, 1995)

Title I allocation $19,973,650
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	21%
1990	21%

Percent of children living in poverty

1994	14%
1989	18%

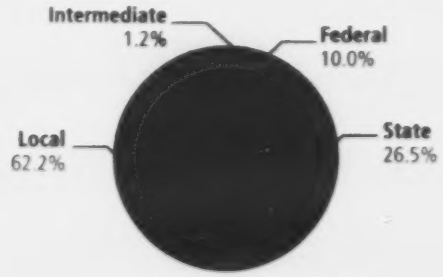
Per capita personal income $20,895
(1996)

Adult education

High school graduates	77.1%
College graduates	17.2%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	15%
Methods of teaching	36	27
Methods of assessment	34	12

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	10%	11%
Methods of teaching	28	19
Methods of assessment	32	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	73	67	72	61

School and Teacher Demographics

Number of districts 177
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
421	194	185	2	16

Public school enrollment

	1990	1996
K–8	93,596	98,900
9–12	33,733	42,770

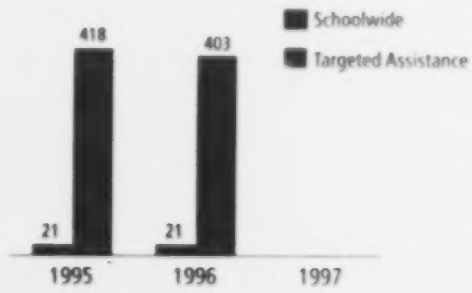
Public preschool enrollment PreK*
(*by state definition, 1996) 1,475

	Elementary	Middle	High
Student/teacher ratio (1996)	15:1	15:1	15:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	6.1	89.7	1.1	91.5
7–12	0.3	48.7	1.6	53.9

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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South Dakota

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	83.7%
Black	n/a	0.9
Asian/Pacific Islander	n/a	0.7
Hispanic	n/a	0.7
American Indian/Alaskan	n/a	13.9

	1991	1996
Students with disabilities	9.6%	9.4%

	1990	1995
Limited English proficient	6,048	8,517

	1994	1996
Migrant	1,733	1,592

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	n/a	n/a
Postsecondary enrollment (1995)	50% of '94 graduates	

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 4, 1996**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: Two tests used: the SAT-8 and MAT7 (transitional). State scores reflect all students equated to SAT-8 scores. SAT-9 in Spring 1998 will be reported with performance levels.

State Definition of "Proficient": National percentile; no levels

Grade 4 — **1995–96**

[redacted]

	National Percentile
All Students	64%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — **1995–96**

[redacted]

	National Percentile
All Students	59%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	62%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	62%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Tennessee

State Context

Expenditures per pupil $4,402
(Adjusted for cost of living, 1995)

Title I allocation $123,587,701
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	18%
1990	18%

Percent of children living in poverty

1994	23%
1989	26%

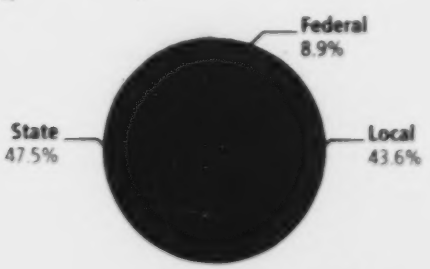
Per capita personal income $21,949
(1996)

Adult education

High school graduates	67.1%
College graduates	16.0%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	17%	11%
Methods of teaching	47	26
Methods of assessment	47	8

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	13%	8%
Methods of teaching	42	17
Methods of assessment	37	7

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	73	59	52	81

School and Teacher Demographics

Number of districts 140
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
952	239	253	52	19

Public school enrollment

	1990	1996
K–8	590,121	623,007
9–12	229,539	245,763

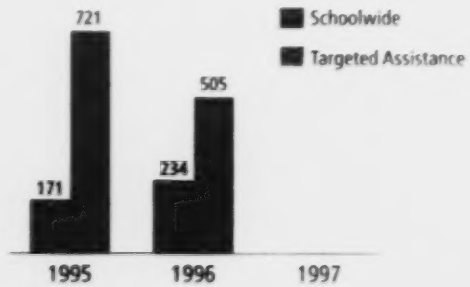
Public preschool enrollment PreK*
(*by state definition, 1996) 3,289

	Elementary	Middle	High
Student/teacher ratio (1996)	18:1	18:1	18:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	18.2	89.7	18.7	94.1
7–12	13.7	60.5	13.6	57.6

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Tennessee

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	76.6%	74.9%
Black	22.4	23.0
Asian/Pacific Islander	0.7	0.9
Hispanic	0.3	0.8
American Indian/Alaskan	<0.05	0.4

	1991	1996
Students with disabilities	11.7%	13.4%

	1990	1995
Limited English proficient	2,829	4,119

	1994	1996
Migrant	391	648

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	54% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	**27%**
Basic level and above	**58%**
Math: **Grade 4, 1996**	
Proficient level and above	**17%**
Basic level and above	**58%**
Math: **Grade 8, 1996**	
Proficient level and above	**15%**
Basic level and above	53%

Student Achievement 1995–1996

Test: Chose not to participate this year. Tennessee has a new assessment in place; next year will be baseline year.

Grade	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

Grade	1995–96
[redacted]	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

[redacted]	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Texas

State Context

Expenditures per pupil $5,070
(Adjusted for cost of living, 1995)

Title I allocation $627,284,145
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	20%
1990	20%

Percent of children living in poverty

1994	25%
1989	24%

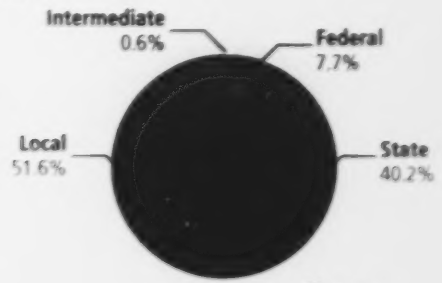
Per capita personal income $22,282
(1996)

Adult education

High school graduates	72.1%
College graduates	20.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	22%	23%
Methods of teaching	39	43
Methods of assessment	47	13

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	16%	16%
Methods of teaching	39	27
Methods of assessment	44	10

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	71	65	70	67

School and Teacher Demographics

Number of districts 1,044
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
3,461	1,373	1,276	386	142

Public school enrollment

	1990	1996
K–8	2,443,245	2,622,279
9–12	885,269	990,056

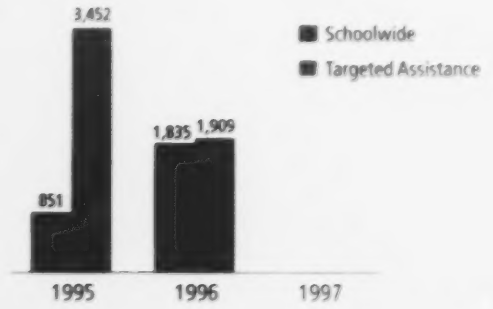
Public preschool enrollment PreK*
(*by state definition, 1996) 127,925

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	15:1	15:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	22.3	88.4	19.1	90.5
7–12	24.0	59.3	19.5	58.8

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	50.3%	46.4%
Black	14.6	14.3
Asian/Pacific Islander	1.9	2.3
Hispanic	33.1	36.7
American Indian/Alaskan	0.2	0.3

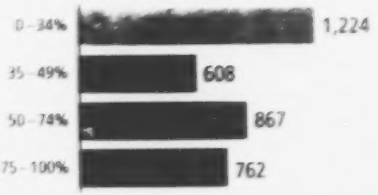
	1991	1996
Students with disabilities	9.2%	11.3%

	1990	1995
Limited English proficient	309,862	457,437

	1994	1996
Migrant	121,054	110,300

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	3.7%	2.7%

Postsecondary enrollment (1995)	50% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	26%
Basic level and above	58%
Math: **Grade 4, 1996**	
Proficient level and above	25%
Basic level and above	69%
Math: **Grade 8, 1996**	
Proficient level and above	21%
Basic level and above	59%

Student Achievement 1995–1996

Test: Texas Assessment of Academic Skills

State Definition of "Proficient": Reading: TLI score of 70 and above. Math: TLI score of 70 and above

Targeted Assistance: Whole school scores with Targeted Assistance programs

Grade 4 — 1995–96

[redacted]

	Partially Proficient	Proficient	Advanced
All Students	22%	52%	26%
Title I Schoolwide	31	53	16
Title I Targeted	21	53	26
Percent Free/ Reduced Lunch			
00–34	13	50	37
35–49	21	53	26
50–74	26	53	21
75–100	34	52	14

[redacted]

	Partially Proficient	Proficient	Advanced
All Students	22%	56%	22%
Title I Schoolwide	31	53	16
Title I Targeted	21	57	22
Percent Free/ Reduced Lunch			
00–34	13	57	30
35–49	22	56	22
50–74	26	55	19
75–100	33	53	14

Grade 8 — 1995–96

[redacted]

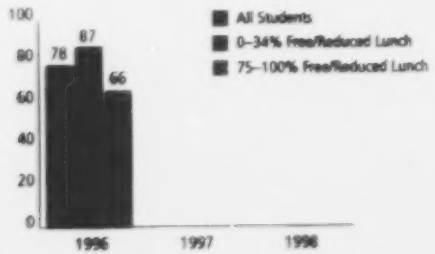
	Partially Proficient	Proficient	Advanced
All Students	23%	63%	14%
Title I Schoolwide	37	57	6
Title I Targeted	22	65	13
Percent Free/ Reduced Lunch			
00–34	14	67	19
35–49	21	66	13
50–74	30	61	9
75–100	39	56	5

[redacted]

	Partially Proficient	Proficient	Advanced
All Students	32%	56%	12%
Title I Schoolwide	48	46	6
Title I Targeted	31	57	12
Percent Free/ Reduced Lunch			
00–34	22	59	19
35–49	32	57	11
50–74	42	50	8
75–100	49	45	6

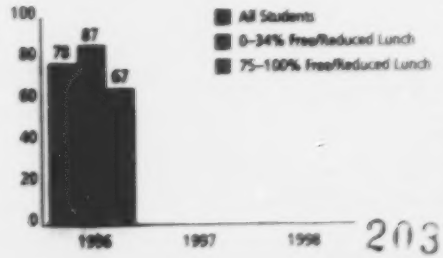
Student achievement trend

Reading 4th grade meets or exceeds Proficient



Student achievement trend

Math 4th grade meets or exceeds Proficient



Utah

State Context

Expenditures per pupil $3,571
(Adjusted for cost of living, 1995)

Title I allocation $34,139,770
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	25%
1990	27%

Percent of children living in poverty

1994	12%
1989	12%

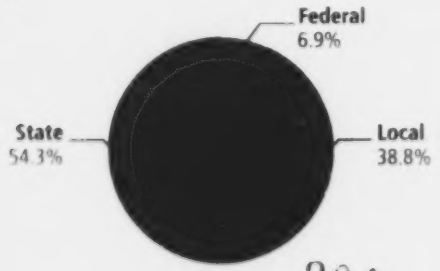
Per capita personal income $19,595
(1996)

Adult education

High school graduates	85.1%
College graduates	22.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	21%
Methods of teaching	37	36
Methods of assessment	36	10

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	18%
Methods of teaching	32	26
Methods of assessment	26	11

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	73	55	66	61

School and Teacher Demographics

Number of districts 40
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
438	119	138	9	31

Public school enrollment

	1990	1996
K–8	324,004	318,487
9–12	114,550	144,941

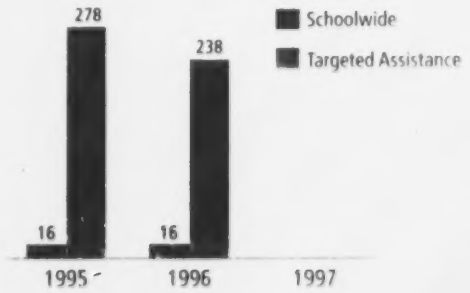
Public preschool enrollment PreK*
(*by state definition, 1996) 1,176

	Elementary	Middle	High
Student/teacher ratio (1996)	22:1	22:1	21:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	2.6	78.8	5.2	84.6
7–12	3.3	51.6	2.5	51.0

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	92.6%	90.3%
Black	0.5	0.7
Asian/Pacific Islander	1.8	2.2
Hispanic	3.7	5.4
American Indian/Alaskan	1.4	1.4

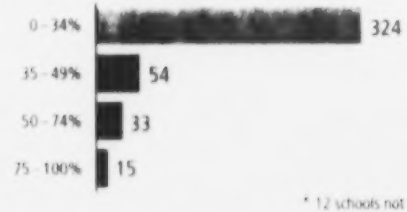
	1991	1996
Students with disabilities	9.5%	10.3%

	1990	1995
Limited English proficient	18,636	21,360

	1994	1996
Migrant	2,302	2,669

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* 12 schools not reported

	1994	1995
High school drop-out rate (event)	n/a	3.6%

Postsecondary enrollment (1995): 56% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**
- Proficient level and above: **30%**
- Basic level and above: **64%**

Math: **Grade 4, 1996**
- Proficient level and above: **23%**
- Basic level and above: **69%**

Math: **Grade 8, 1996**
- Proficient level and above: **24%**
- Basic level and above: **70%**

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Student Achievement 1995–1996

Test: Utah State Developed Criterion Referenced Test

State Definition of "Proficient": 86-95% of questions correct on criterion-referenced test

Grade 3

1995–96

[redacted]

	Below Basic	Basic	Proficient	Advanced
All Students	31%	24%	37%	8%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

[redacted]

	Below Basic	Basic	Proficient	Advanced
All Students	47%	23%	25%	5%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Grade 6

1995–96

[redacted]

	Below Basic	Basic	Proficient	Advanced
All Students	48%	28%	23%	2%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

[redacted]

	Below Basic	Basic	Proficient	Advanced
All Students	64%	17%	16%	4%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

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Vermont

State Context

Expenditures per pupil $6,438
(Adjusted for cost of living, 1995)

Title I allocation $16,338,941
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	18%

Percent of children living in poverty

1994	13%
1989	13%

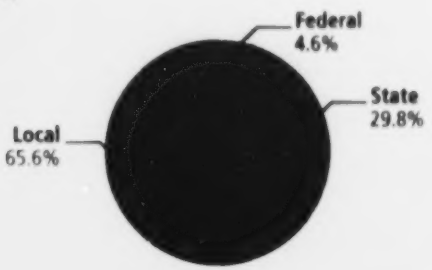
Per capita personal income $22,470
(1996)

Adult education

High school graduates	80.8%
College graduates	24.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
✓ Reading/Language Arts
✓ Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	10%	29%
Methods of teaching	24	46
Methods of assessment	32	25

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	9%	18%
Methods of teaching	26	21
Methods of assessment	24	16

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	87	75	81	81

School and Teacher Demographics

Number of districts 284
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
253	24	49	17	19

Public school enrollment

	1990	1996
K–8	69,103	74,116
9–12	25,676	29,006

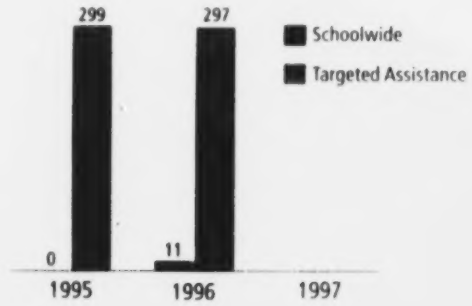
Public preschool enrollment PreK*
(*by state definition, 1996) 1,404

	Elementary	Middle	High
Student/teacher ratio (1996)	15:1	14:1	13:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	0.0	78.3	1.8	87.5
7–12	2.8	46.2	3.5	58.3

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	98.4%	97.3%
Black	0.4	0.7
Asian/Pacific Islander	0.5	1.0
Hispanic	0.2	0.4
American Indian/Alaskan	0.5	0.6

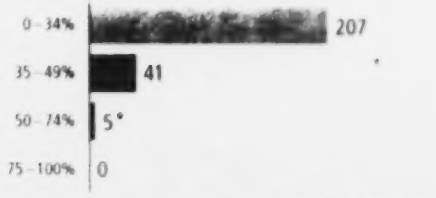
	1991	1996
Students with disabilities	11.4%	9.7%

	1990	1995
Limited English proficient	384	869

	1994	1996
Migrant	1,403	1,349

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



* Inconsistent with Title I school counts

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	51% of '94 graduates

NAEP State Results

Reading, **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math, **Grade 4, 1996**	
Proficient level and above	23%
Basic level and above	67%
Math, **Grade 8, 1996**	
Proficient level and above	27%
Basic level and above	72%

Student Achievement 1995–1996

Test: New Standards Reference Exam, Mathematics
English/Language Arts Exam given in 1996–1997

State Definition of "Proficient": Achieves the standard

Grade 4 — 1995–96

Reading/Language Arts

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

	Percent Proficient
All Students	23.2%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 8 — 1995–96

[redacted]

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	Percent Proficient
All Students	30.3%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Virgin Islands

State Context

Expenditures per pupil n/a
(Adjusted for cost of living, 1995)

Title I allocation $8,509,535
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population
- 1995 n/a
- 1990 n/a

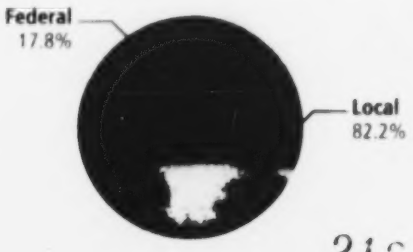
Percent of children living in poverty
- 1994 n/a
- 1989 n/a

Per capita personal income n/a
(1996)

Adult education
- High school graduates n/a
- College graduates n/a

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers
(in last year, 1994)

	1–8 hrs	≥ 9 hrs
Content study in a field		
Methods of teaching		
Methods of assessment		

Professional development of 7–12 teachers
(in last year, 1994)

	1–8 hrs	≥ 9 hrs
Content study in a field		
Methods of teaching		
Methods of assessment		

Secondary teachers with major in main assignment
(Percent, 1994)

Eng.	Math	Sci.	Soc. Std
n/a	n/a	n/a	n/a

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School and Teacher Demographics

Number of districts 1
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
23	5	4	1	0

Public school enrollment

	1990	1996
K–8	15,769	15,056
9–12	5,424	5,676

Public preschool enrollment PreK*
(*by state definition, 1996) n/a

Student/teacher ratio (1996)

Elementary	Middle	High
15:1	12:1	15:1

Race/ethnicity and gender of teachers
(Percent)

	1988		1994	
	Minority	Female	Minority	Female
K–6	n/a	n/a	n/a	n/a
7–12	n/a	n/a	n/a	n/a

Virgin Islands

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	0.5%	0.9%
Black	84.3	85.3
Asian/Pacific Islander	0.5	0.4
Hispanic	14.7	13.4
American Indian/Alaskan	<0.05	<0.05

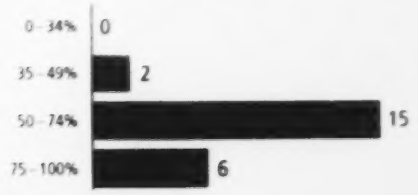
	1991	1996
Students with disabilities	n/a	7.6%

	1990	1995
Limited English proficient	2,200	5,604

	1994	1996
Migrant	n/a	n/a

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	n/a

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 4, 1996**	
Proficient level and above	n/a
Basic level and above	n/a
Math: **Grade 8, 1996**	
Proficient level and above	n/a
Basic level and above	n/a

Student Achievement 1995–1996

Test: Virgin Islands chose not to participate this year. Next year is baseline year.

Grade	1995–96
Reading/Language Arts	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
0–34	
35–49	
50–74	
75–100	
Mathematics	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
0–34	
35–49	
50–74	
75–100	

Grade	1995–96
[redacted]	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
0–34	
35–49	
50–74	
75–100	
[redacted]	
All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
0–34	
35–49	
50–74	
75–100	

Virginia

State Context

Expenditures per pupil $5,594
(Adjusted for cost of living, 1995)

Title I allocation $102,081,615
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	17%
1990	17%

Percent of children living in poverty

1994	13%
1989	14%

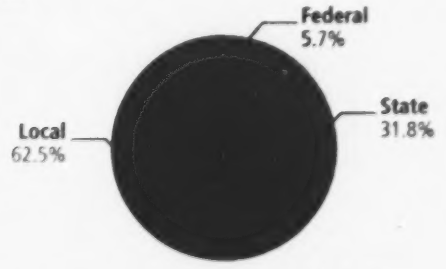
Per capita personal income $25,212
(1996)

Adult education

High school graduates	75.2%
College graduates	24.5%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	14%	16%
Methods of teaching	37	34
Methods of assessment	43	11

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	15%	10%
Methods of teaching	37	16
Methods of assessment	31	9

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	93	69	67	84

School and Teacher Demographics

Number of districts 141
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,110	315	294	18	44

Public school enrollment

	1990	1996
K–8	712,297	755,549
9–12	273,049	291,792

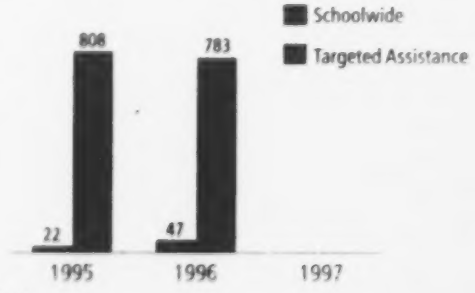
Public preschool enrollment PreK*
(*by state definition, 1996) 3,111

	Elementary	Middle	High
Student/teacher ratio (1996)	n/a	n/a	n/a

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	20.0	91.3	15.5	94.9
7–12	19.7	66.9	18.4	67.0

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Virginia

Student Demographics

Race/ethnicity		
White	n/a	66.6%
Black	n/a	26.5
Asian/Pacific Islander	n/a	3.5
Hispanic	n/a	3.2
American Indian/Alaskan	n/a	0.2

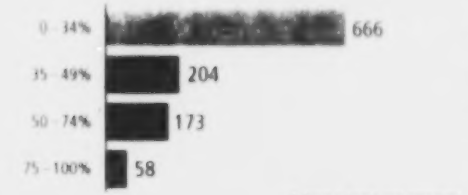
	1991	1996
Students with disabilities	10.1%	12.3%

	1990	1995
Limited English proficient	n/a	n/a

	1994	1996
Migrant	1,835	2,235

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* Nine schools not reported

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	53% of '94 graduates

NAEP State Results

Reading: Grade 4, 1994	
Proficient level and above	**26%**
Basic level and above	**57%**
Math: Grade 4, 1996	
Proficient level and above	**19%**
Basic level and above	**62%**
Math: Grade 8, 1996	
Proficient level and above	**21%**
Basic level and above	58%

State Definition of Proficient = National percentile, no levels

Grade 4 **1995–96**

[redacted]

	National Percentile
All Students	56%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

[redacted]

	National Percentile
All Students	66%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	

Grade 8 **1995–96**

[redacted]

	National Percentile
All Students	**55%**
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–14	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	**54%**
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Washington

State Context

Expenditures per pupil $5,275
(Adjusted for cost of living, 1995)

Title I allocation $113,256,897
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	19%
1990	18%

Percent of children living in poverty

1994	15%
1989	13%

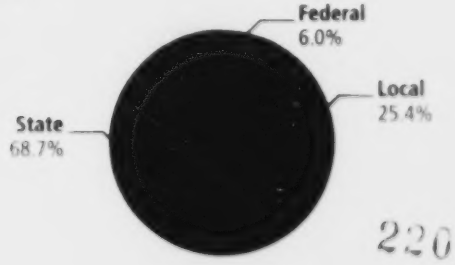
Per capita personal income $25,187
(1996)

Adult education

High school graduates	83.8%
College graduates	22.9%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)

Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	27%
Methods of teaching	32	41
Methods of assessment	36	20

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	11%	20%
Methods of teaching	23	27
Methods of assessment	29	14

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	64	49	83	75

School and Teacher Demographics

Number of districts 296
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,122	324	388	95	20

Public school enrollment

	1990	1996
K–8	585,818	674,025
9–12	224,414	276,563

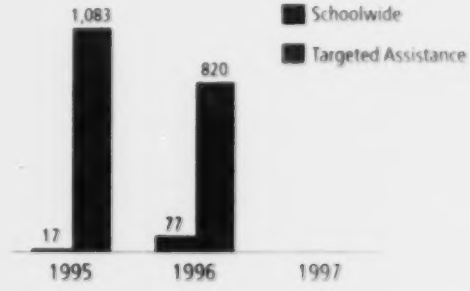
Public preschool enrollment PreK*
(*by state definition, 1996) 5,984

	Elementary	Middle	High
Student/teacher ratio (1996)	21:1	21:1	22:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	5.2	76.7	5.5	83.7
7–12	4.9	41.7	4.5	46.0

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	82.9%	78.3%
Black	4.1	4.7
Asian/Pacific Islander	5.3	6.4
Hispanic	5.2	7.8
American Indian/Alaskan	2.4	2.6

	1991	1996
Students with disabilities	8.5%	9.9%

	1990	1995
Limited English proficient	24,279	51,598

	1994	1996
Migrant	31,025	32,033

Elementary schools by percent of students eligible for free and reduced-cost lunch
(1996)

data not available

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995) 57% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**
- Proficient level and above 27%
- Basic level and above 59%

Math: **Grade 4, 1996**
- Proficient level and above 21%
- Basic level and above 67%

Math: **Grade 8, 1996**
- Proficient level and above 26%
- Basic level and above 67%

Student Achievement 1995–1996

Test: Comprehensive Test of Basic Skills 4
State Definition of "Proficient": Not applicable; lowest quartile scores given
Targeted/Schoolwide: No distinction between Schoolwide and Targeted Assistance scores

Grade 4 — **1995–96**

Reading/Language Arts

	Bottom Quarter
All Students	25%
Title I	44
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	19
35–49	26
50–74	34
75–100	48

Mathematics

	Bottom Quarter
All Students	30%
Title I	46
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	24
35–49	32
50–74	40
75–100	50

Grade 8 — **1995–96**

	Bottom Quarter
All Students	30%
Title I	38
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	16
35–49	25
50–74	33
75–100	53

	Bottom Quarter
All Students	28%
Title I	34
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	21
35–49	29
50–74	36
75–100	49

West Virginia

State Context

Expenditures per pupil $6,321
(Adjusted for cost of living, 1995)

Title I allocation $70,713,824
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	17%
1990	19%

Percent of children living in poverty

1994	28%
1989	26%

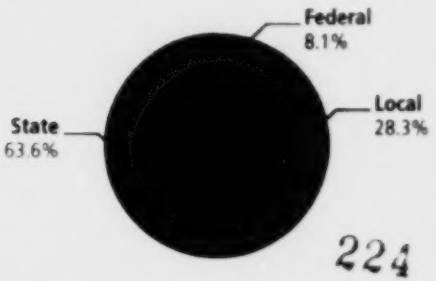
Per capita personal income $18,160
(1996)

Adult education

High school graduates	66.0%
College graduates	12.3%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
- ✓ Accepted by USED

State content standards in place (1997)
- ✓ Reading/Language Arts
- ✓ Math
- ✓ Science
- ✓ Social Studies

State assessments aligned with standards (1997)
- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	17%	15%
Methods of teaching	38	36
Methods of assessment	46	12

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	12%
Methods of teaching	37	22
Methods of assessment	41	8

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	74	80	76	83

School and Teacher Demographics

Number of districts 55
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
540	137	124	23	18

Public school enrollment

	1990	1996
K–8	227,251	206,144
9–12	100,289	94,924

Public preschool enrollment Prek*
(*by state definition, 1996) 3,483

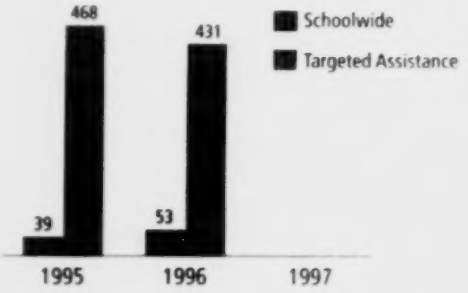
Student/teacher ratio (1996)

Elementary	Middle	High
15:1	15:1	17:1

Race/ethnicity and gender of teachers
(Percent)

	1988		1994	
	Minority	Female	Minority	Female
K–6	4.1	84.9	2.3	88.2
7–12	4.7	59.5	1.3	59.4

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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West Virginia

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	95.5%	95.2%
Black	3.9	4.0
Asian/Pacific Islander	0.4	0.4
Hispanic	0.2	0.3
American Indian/Alaskan	0.0	0.1

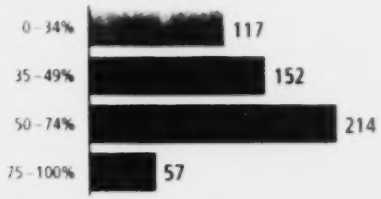
	1991	1996
Students with disabilities	12.3%	13.8%

	1990	1995
Limited English proficient	273	n/a

	1994	1996
Migrant	256	265

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



	1994	1995
High school drop-out rate (event)	n/a	4.3%

Postsecondary enrollment (1995)	50% of '94 graduates

NAEP State Results

Reading: Grade 4, 1994	
Proficient level and above	**26%**
Basic level and above	**58%**
Math: Grade 4, 1996	
Proficient level and above	**19%**
Basic level and above	**63%**
Math: Grade 8, 1996	
Proficient level and above	**14%**
Basic level and above	**54%**

Student Achievement 1995–1996

Test: Comprehensive Test of Basic Skills

State Definition of "Proficient": Individual students will score above the 50th percentile in Total Reading and Total Math.

In 1997–1998 the Stanford 9 will be used.

Grade 3 — 1995–96

[redacted]

	National Percentile
All Students	54%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	61%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 6 — 1995–96

[redacted]

	National Percentile
All Students	58%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

[redacted]

	National Percentile
All Students	58%
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Wisconsin

State Context

Expenditures per pupil $6,588
(Adjusted for cost of living, 1995)

Title I allocation $125,837,556
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	20%
1990	19%

Percent of children living in poverty

1994	14%
1989	12%

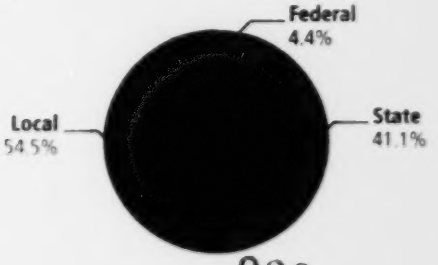
Per capita personal income $23,320
(1996)

Adult education

High school graduates	78.6%
College graduates	17.7%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)
✓ Accepted by USED

State content standards in place (1997)
✓ Reading/Language Arts
✓ Math
✓ Science
✓ Social Studies

State assessments aligned with standards (1997)
Reading/Language Arts
Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	12%	14%
Methods of teaching	32	31
Methods of assessment	42	9

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	≥ 9 hrs
Content study in a field	11%	17%
Methods of teaching	27	21
Methods of assessment	29	10

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	75	76	68	85

School and Teacher Demographics

Number of districts 428
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
1,228	351	426	29	3

Public school enrollment

	1990	1996
K–8	549,143	584,919
9–12	233,762	267,211

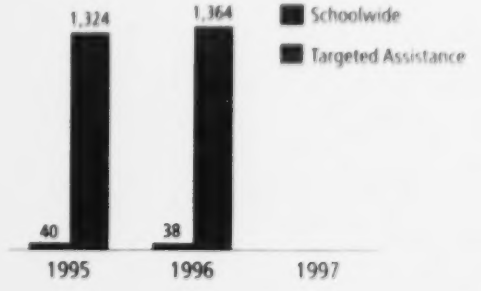
Public preschool enrollment PreK*
(*by state definition, 1996) 18,045

	Elementary	Middle	High
Student/teacher ratio (1996)	17:1	15:1	16:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	1.3	80.9	3.5	80.0
7–12	4.9	36.2	1.3	45.3

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Student Demographics

Race/ethnicity (K–12)	1990	1996
White	86.0%	83.2%
Black	8.6	9.4
Asian/Pacific Islander	1.8	2.8
Hispanic	2.4	3.3
American Indian/Alaskan	1.3	1.3

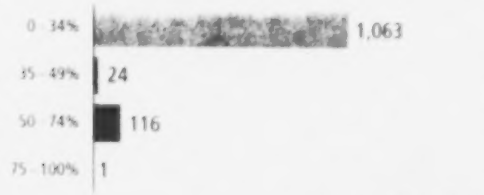
	1991	1996
Students with disabilities	9.2%	10.9%

	1990	1995
Limited English proficient	13,120	20,787

	1994	1996
Migrant	1,707	1,619

Elementary schools by percent of students eligible for free and reduced-cost lunch*

(1996)



* 24 schools not reported

	1994	1995
High school drop-out rate (event)	n/a	n/a

Postsecondary enrollment (1995)	60% of '94 graduates

NAEP State Results

Reading: **Grade 4, 1994**	
Proficient level and above	35%
Basic level and above	71%
Math: **Grade 4, 1996**	
Proficient level and above	27%
Basic level and above	74%
Math: **Grade 8, 1996**	
Proficient level and above	32%
Basic level and above	75%

Student Achievement 1995–1996

Test: Knowledge and Concept Examination (Grade 8 only), Wisconsin Reading Comprehension Test (Grade 3 only)

State Definition of "Proficient": 8th Grade—National percentile, no levels. 3rd Grade—Percent above standard, i.e., reaching or exceeding that which is appropriate for a "marginal" third grade student

Grade 3 — 1995–96

Reading

	Below Standard Performance	Above Standard Performance	Inconclusive	Percentile
All Students	6.2%	87.1%	6.7%	
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics

	Below Standard Performance	Above Standard Performance	Inconclusive	Percentile
All Students				
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Grade 8 — 1995–96

Reading

	Below Standard Performance	Above Standard Performance	Inconclusive	Percentile
All Students				67.0%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Mathematics

	Below Standard Performance	Above Standard Performance	Inconclusive	Percentile
All Students				64.0%
Title I Schoolwide				
Title I Targeted				
Percent Free/ Reduced Lunch				
00–34				
35–49				
50–74				
75–100				

Wyoming

State Context

Expenditures per pupil $6,282
(Adjusted for cost of living, 1995)

Title I allocation $16,283,765
(Includes Basic, Concentration, and LEA grants, Even Start, Migrant Education, School Improvement Grants, 1996)

Percent school-age in population

1995	22%
1990	22%

Percent of children living in poverty

1994	13%
1989	13%

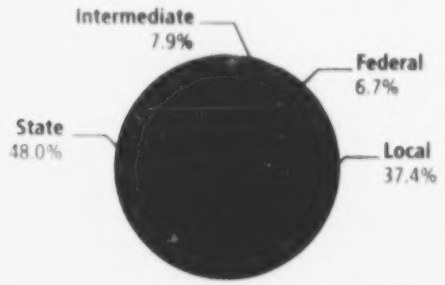
Per capita personal income $21,544
(1996)

Adult education

High school graduates	83.0%
College graduates	18.8%

(25 years and older, 1990)

Sources of funding
District average
(1995)



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State Standards

State definition of Adequate Yearly Progress for Title I Schools
(1997)

✓ Accepted by USED

State content standards in place (1997)

- Reading/Language Arts
- Math
- Science
- Social Studies

State assessments aligned with standards (1997)

- Reading/Language Arts
- Math

Professional development of K–6 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	16%	14%
Methods of teaching	31	29
Methods of assessment	36	11

Professional development of 7–12 teachers

(in last year, 1994)	1–8 hrs	> 9 hrs
Content study in a field	11%	18%
Methods of teaching	24	20
Methods of assessment	34	12

Secondary teachers with major in main assignment

(Percent, 1994)	Eng.	Math	Sci.	Soc. Std.
	75	78	80	81

School and Teacher Demographics

Number of districts 49
(1996)

Number of public schools in state (1996)

Elementary	Middle	High	Combined	Other
237	88	75	0	1

Public school enrollment

	1990	1996
K–8	70,130	68,931
9–12	27,042	30,928

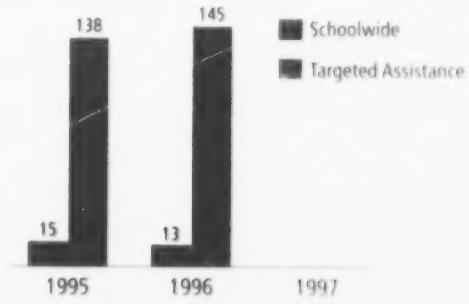
Public preschool enrollment PreK*
(*by state definition, 1996) n/a

	Elementary	Middle	High
Student/teacher ratio (1996)	16:1	16:1	14:1

Race/ethnicity and gender of teachers

(Percent)	1988 Minority	1988 Female	1994 Minority	1994 Female
K–6	3.2	77.8	4.0	84.0
7–12	3.2	45.2	4.2	47.5

Number of schools with Title I programs
Schoolwide vs. targeted assistance



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Wyoming

Student Demographics

Race/ethnicity (K–12)	1990	1996
White	n/a	89.3%
Black	n/a	1.0
Asian/Pacific Islander	n/a	0.8
Hispanic	n/a	6.1
American Indian/Alaskan	n/a	2.7

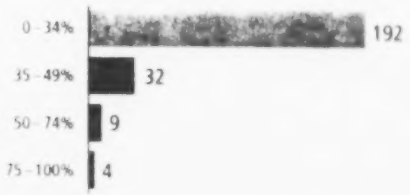
	1991	1996
Students with disabilities	9.4%	11.0%

	1990	1995
Limited English proficient	2,272	1,853

	1994	1996
Migrant	483	411

Elementary schools by percent of students eligible for free and reduced-cost lunch

(1996)



High school drop-out rate (event)	1994	1995
	n/a	6.7%

Postsecondary enrollment (1995) 53% of '94 graduates

NAEP State Results

Reading: Grade 4, 1994
- Proficient level and above 32%
- Basic level and above 68%

Math: Grade 4, 1996
- Proficient level and above 19%
- Basic level and above 64%

Math: Grade 8, 1996
- Proficient level and above 22%
- Basic level and above 68%

Student Achievement 1995–1996

Test: Wyoming chose not to participate this year.

Grade 1995–96

Reading/Language Arts

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Mathematics

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Grade 1995–96

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

All Students	
Title I Schoolwide	
Title I Targeted	
Percent Free/ Reduced Lunch	
00–34	
35–49	
50–74	
75–100	

Sources

Expenditures per pupil

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, School Year 1994–95. Current expenditures per pupil as reported by school districts and adjusted for state cost of living with Cost of Education Index (from NCES).

Note: Current expenditures include salaries, employee benefits, purchased services, and supplies, but exclude capital outlay, debt service, facilities acquisition and construction, and equipment.

Title I allocation

Source: U.S. Department of Education, Compensatory Education Programs, FY 1995 Title I Allocation for School Year 1995–96.

Notes: Sum of Basic Grants, Concentration Grants, LEA Grants, Capital Expenses, Even Start, Migrant Education, Neglected and Delinquent, and State School Improvement Grants.

Percent school-age population

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports 1990, 1995.

Percent children living in poverty

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey 1987 through 1996.

Notes: The share of children under 18 who live in families with incomes below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget. In the Current Population Survey, families are surveyed each March and asked about their income in the previous calendar year. Poverty is determined by comparing the income from the previous calendar year to the family composition as of the survey date in March. Poverty thresholds vary by family size and composition. In calendar year 1992, the poverty threshold for a typical family of four persons was $14,335. The data shown here represent five-year averages. For example, the figure for 1994 represents an average of Current Population Survey data collected from 1992 through 1996. We refer to the data collected in 1994 as 1994 data even though they reflect 1993 income.

Per capita personal income

Source: U.S. Department of Commerce, Bureau of Economic Analysis, 1996.

Adult education

Source: U.S. Department of Commerce, Bureau of the Census, Decennial Census, 1990.

Sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, National Public Education Financial Survey, 1994–95 school year.

Notes: The Intermediate Funds category is only included for states which have them.

State definition of Adequate Yearly Progress

Source: U.S. Department of Education, Compensatory Education Programs, Application information submitted by states, 1997.

Note: Some state definitions will change by 2000–01 with final assessment plans.

State content standards

Source: State Departments of Education, CCSSO Policies and Practices Survey, Spring 1996; and U.S. Department of Education, Compensatory Education Programs, Application information submitted by states, 1997.

State assessments aligned with standards

Source: U.S. Department of Education, Compensatory Education Programs, Application information submitted by states, 1997.

Note: Alignment determined by U.S. Department of Education peer review process.

Professional development of K–6, 7–12 teachers

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher Questionnaire, 1993–94.

Note: Standard errors in appendix of SASS by state, NCES, 1996.

Secondary teachers with major in main assignment

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher Questionnaire, 1993–94.

Notes: Teachers have undergraduate or graduate major in the same field as their main teaching assignment. Standard errors in appendix of SASS by state, NCES, 1996.

Number of districts

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1995–96.

Number of public schools in state

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1995–96.

Public school enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1989–90 and 1995–96.

Notes: These numbers do not include ungraded students.

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Public preschool enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1995–96

Notes: By state definition of public preschools and state decision on data collection

Student/teacher ratio

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1995–96

Notes: Students rounded to the nearest whole number, FTE teachers

Race/ethnicity, gender of teachers

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, Public School Teacher Questionnaire, 1988, 1994

Notes: Standard errors in appendix of SASS by state, NCES, 1996

Number of Title I Schoolwide and Targeted Assistance programs

Source: U.S. Department of Education, U.S. Department of Education, Compensatory Education Programs, Title I Performance Report, 1994–95, 1995–96

Notes: 1995–96 school year is previously unpublished data

Race/ethnicity of students

Source: U.S. Department of Education, Office for Civil Rights, State Summaries of Elementary and Secondary School Civil Rights Survey and the National Center for Education Statistics, Common Core of Data, 1995–96

Students with disabilities

Source: U.S. Department of Education, Office of Special Education and Rehabilitative Services, 1990–91, and 1995–96

Limited English proficient

Source: U.S. Department of Education, National Clearinghouse for Bilingual Education, 1989–90, 1994–95

Notes: 1995–96 SY figures were not yet available

Migrant

Source: U.S. Department of Education, Office of Migrant Education, 1994, 1995–96

Notes: The criterion for migrant status was reduced from six to three years in 1994. Data will only be tracked from that point forward

Elementary schools by students eligible for free/reduced cost lunch

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1995–96

Notes: The category of percentages is determined by eligibility for schoolwide (50-100%) and targeted assistance (35-49%) programs.

High school drop-out rate (event)

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1994–95

Notes: Only states whose definitions complied with NCES's definition were included. "Event" rate is the percent of 9–12 students dropping out during one school year. (1994–95 most recent year available.)

Post-secondary enrollment

Source: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions, Fall 1994; Common Core of Data 1994–95; and Private School Universe Survey, 1993–94.

Notes: Accounts for first-time students attending college in any state, does not account for graduates who attended college outside of the United States.

The Residence and Migration portion of the Fall Enrollment Survey is administered every two years. The Private School Universe Survey is administered every two years. The 1994–95 Common Core of Data provides the number of public high school graduates for the 1993–94 school year; the 1993–1994 Private School Universe Survey provides the number of Private high school graduates for the 1992–93 school year.

NAEP state results

Source: Reese, C.M., Miller, K.E., Mazzeo, J. Dossey, J.A.; NAEP 1996 Mathematics Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1997.

Campbell, J.R., Donahue, P.L., Reese, C.M., and Phillips, G.W.; NAEP 1994 Reading Report Card for the Nation and the States. U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, 1996.

Notes: Data reported for public schools only. Some states did not satisfy one of the guidelines for school sample participation rates, see Appendix for further information and definitions of proficient and basic.

Student achievement

Source: State Departments of Education, assessment results for 1995–96 school year, previously unpublished.

Appendix A

Summary of State Standards 1997

(Information provided to CCSSO from U.S. Department of Education, November 1997)

	Adequate Yearly Progress Approved	Content Standards in Place	Assessments Aligned with Standards
Alabama	yes	yes	no
Alaska	yes	yes	no
Arizona	yes	yes	no
Arkansas	yes	yes	no
California	yes	no	no
Colorado	yes	yes	yes
Connecticut	yes	yes	yes
Delaware	yes	yes	no
District of Columbia	yes	yes	no
Florida	yes	yes	no
Georgia	yes	yes	no
Hawaii	yes	yes	no
Idaho	yes	yes	no
Illinois	yes	yes	yes
Indiana	yes	yes	yes
Iowa	yes	no	no
Kansas	yes	yes	yes
Kentucky	yes	yes	yes
Louisiana	yes	yes	no
Maine	yes	yes	yes
Maryland	yes	yes	yes
Massachusetts	yes	yes	no
Michigan	yes	yes	no
Minnesota	yes	yes	no
Mississippi	yes	yes	no
Missouri	yes	yes	no
Montana	yes	yes	no
Nebraska	yes	no	no
New Hampshire	yes	yes	yes
New Jersey	yes	yes	no
New Mexico	yes	yes	no
New York	yes	yes	no
North Carolina	yes	yes	yes
North Dakota	yes	yes	no
Ohio	yes	yes	yes
Oklahoma	yes	yes	yes
Oregon	yes	yes	yes
Pennsylvania	yes	no	no
Puerto Rico	yes	yes	yes
Rhode Island	yes	yes	no
South Carolina	yes	yes	yes
South Dakota	yes	yes	yes
Tennessee	yes	yes	no
Texas	yes	yes	yes
Utah	yes	yes	no
Vermont	yes	yes	yes
Virgin Islands	yes	yes	no
Virginia	yes	yes	no
Washington	yes	yes	no
West Virginia	yes	yes	no
Wisconsin	yes	yes	no
Wyoming	yes	no	no

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Appendix B

Student Achievement Results from States

Three or More Levels Used for 1995–1996

	All Schools	Title I Schoolwide	Title I Targeted	Percent Free/Reduced School Lunch
Alabama	y	y	y	y
Alaska	percentile; no levels			
Arizona	percentile; no levels			
Arkansas	quartiles	y		y
California	no statewide test			
Colorado	no statewide test	y	y	
Connecticut	y	y	y	y
Delaware			Percentile	
Dist. of Columbia	y	all Title I together		
Florida	no statewide test	y	y	y
Georgia	percentile; no levels			
Hawaii	n/a			
Idaho		y	y	
Illinois	y	all Title I together		
Indiana	y			
Iowa	no statewide test			
Kansas	y	y	y	y
Kentucky	y	y	y	y
Louisiana	percentile; no levels			
Maine	y	all Title I together		y
Maryland	y	y	y	y
Massachusetts	n/a			
Michigan	y	y		y
Minnesota	no statewide test			y
Mississippi	percentile; no levels	y	y	y
Missouri	quintiles			
Montana	n/a			
Nebraska	no statewide data			
New Hampshire	y	All Title I together		
New Jersey	y			
New Mexico	percentile; no levels			
New York	y	y	y	y
North Carolina	y	all Title I together		
North Dakota	percentile; no levels			
Ohio	y	y	y	y
Oklahoma	y	y	y	
Oregon	y	y	y	
Pennsylvania	y			y
Puerto Rico	percentile; no levels			
Rhode Island	y			
South Carolina	quartiles			y
South Dakota	percentile; no levels			
Tennessee	n/a			
Texas	y	y	y	y
Utah	y	y	y	y
Vermont	percentile; no levels			
Virgin Islands	n/a			
Virginia	percentile; no levels			
Washington	quartiles			
West Virginia	percentile; no levels			
Wisconsin	2 Levels			
Wyoming	n/a			

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Appendix C

Achievement Results Disaggregated by Student Characteristics

Available by State (as of 1997)

	Race/Ethnicity	Gender	Disability	Migrant	LEP	Low Income Families
Alabama						
Alaska						
Arizona	Y	Y				
Arkansas	Y	Y				
California						
Colorado						
Connecticut	Y	Y	Y	Y	Y	Y
Delaware						
District of Columbia	Y	Y		Y	Y	
Florida	Y	Y	Y	Y	Y	Y
Georgia						
Hawaii						
Idaho						
Illinois						
Indiana						
Iowa						
Kansas	Y	Y	Y	Y	Y	
Kentucky	Y	Y	Y	Y	Y	
Louisiana						
Maine		Y	Y	Y	Y	Y
Maryland	Y					
Massachusetts						
Michigan	Y	Y				
Minnesota						
Mississippi	Y	Y		Y	Y	
Missouri	Y	Y	Y	Y		
Montana						
Nebraska						
New Hampshire		Y	Y		Y	
New Jersey						
New Mexico	Y	Y				
New York	Y	Y	Y	Y	Y	Y
North Carolina	Y	Y	Y	Y	Y	
North Dakota	Y	Y	Y		Y	
Ohio						
Oklahoma						
Oregon						
Pennsylvania						
Puerto Rico						
Rhode Island						
South Carolina						
South Dakota		Y				
Tennessee						
Texas	Y	Y	Y	Y		Y
Utah						
Vermont						
Virgin Islands						
Virginia						
Washington						
West Virginia						
Wisconsin						
Wyoming						

National Assessment for Educational Progress—Definitions and Further Information

Mathematics Achievement Levels–Grade 4

Basic — Fourth-grade students performing at the basic level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content strands. Fourth graders performing at the basic level should be able to estimate and use basic facts to perform simple computations with whole numbers; show some understanding of fractions and decimals; and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use — though not always accurately — four-function calculators, rulers, and geometric shapes. Their written responses are often minimal and presented without supporting information.

Proficient — Fourth grade students performing at the proficient level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content strands. Fourth graders performing at the proficient level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four function calculators, rulers, and geometric shapes appropriately. Students performing at the proficient level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.

Note — The following states did not satisfy one of the guidelines for school sample participation rates—Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New Jersey, New York, Pennsylvania, South Carolina, and Vermont.

Mathematics Achievement Levels–Grade 8

Basic — Eighth-grade students performing at the basic level should exhibit evidence of conceptual and procedural understanding in the five NAEP content strands. This level of performance signifies an understanding of arithmetic operations — including estimation — on whole numbers, decimals, fractions, and percents. Eighth graders performing at the basic level should complete problems correctly with the help of structural prompts such as diagrams, charts, and graphs. They should be able to solve problems in all NAEP content strands through the appropriate selection and use of strategies and technological tools — including calculators, computers, and geometric shapes. Students at this level also should be able to use fundamental algebraic and informal geometric concepts in problem solving. As they approach the proficient level, students at the basic level should be able to determine which of the available data are necessary and sufficient for correct solutions and use them in problem solving. However, these eighth graders show limited skill in communicating mathematically.

Proficient — Eighth-grade students performing at the proficient level should apply mathematical concepts and procedures consistently to complex problems in the five NAEP content strands. Eighth graders performing at the proficient level should be able to conjecture, defend their ideas, and give supporting examples. They should understand the connections between fractions, percents, decimals, and other mathematical topics such as algebra and functions. Students at this level are expected to have a thorough understanding of basic level arithmetic operations — an understanding sufficient for problem solving in practical situations. Quantity and spacial relations in problem solving and reasoning should be familiar to them, and they should be able to convey underlying reasoning skills beyond the level of arithmetic. They should be able to compare and contrast mathematical ideas and generate their own examples. These students should make inferences from data and graphs; apply properties of informal geometry; and accurately use the tools of technology. Students at this level should understand the process of gathering and organizing data and be able to calculate, evaluate, and communicate results within the domain of statistics and probability.

Note — The following states did not satisfy one of the guidelines for school sample participation rates—Alaska, Arkansas, Iowa, Maryland, Michigan, Montana, New York, South Carolina, Vermont, and Wisconsin.

Reading Achievement Levels–Grade 4

Basic — Fourth-grade students performing at the Basic level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth graders, they should be able to make relatively obvious connections between the text and their own experiences, and extend the ideas in the text by making simple inferences.

Proficient — Fourth-grade students performing at the Proficient level should be able to demonstrate an overall understanding of the text, providing inferential as well as literal information. When reading text appropriate to fourth grade, they should be able to extend the ideas in the text by making inferences, drawing conclusions, and making connections to their own experiences. The connection between the text and what the student infers should be clear.

Note — The following states did not satisfy one of the guidelines for school sample participation rates—Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin.